Office of the
State Department
of Education

**Public
School Information**

**2014
Legislative
Report**

Limited English Proficient (LEP)

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Limited English Proficient (LEP) Program

BACKGROUND

The 1995 Legislature created the Limited English Proficiency (LEP) appropriation with the intent to support the programs for students with non-English or limited English proficiency. This action followed a legal suit brought against the Idaho State Board of Education by the Idaho Migrant Council. The 1983 Consent Decree Civil No 79-1068 sought equitable and appropriate education for limited English proficient (LEP) students. Idaho Statute 33-1617 followed in 2004 to ensure that statewide achievement objectives and goals were developed and district LEP Plans were implemented. Federal funding, under the No Child Left Behind (NCLB) Act of 2001 - Title III, supplements the state LEP appropriation. Under state and federal law, specific criteria guide the LEP district programs across the state. The State Department of Education's LEP program oversees the district funding, programming, and monitoring and evaluation in line with this federal and state compliance. The State Department of Education's Assessment program oversees the Idaho English Language Assessment (IELA), which annually assesses LEP students' growth and proficiency in the English language.

OVERVIEW OF THE STATEWIDE PROGRAM

LEP Program

A student may be considered as LEP if they have a home language other than English and test below the proficient level for English language acquisition on a state-approved test. All students who qualify for the LEP program are counted for state and federal funding purposes. However, the U.S. Department of Education has clearly stated that no students can receive funds if they have exited the LEP program and are on the two-year federally mandated monitoring status. State LEP funding allows districts to provide core English Language Development (ELD) services inclusive of: highly qualified staffing, research-based curriculum, professional development and literacy activities for families of LEP students. Federal Title III funds enable districts to supplement ELD services with before and after school programs, summer school, professional development, curriculum and family literacy activities. In January 2013, Idaho adopted the World Class Instructional Design (WIDA) ELD standards that are aligned to the Common Core State Standards. The five distinct standards represent the social, instructional, and academic language needed for students to interact with peers, teachers, and content areas. The WIDA ELD standards contain a framework for instruction that represents the English language development standards through language functions, content and scaffolding.

Idaho English Language Assessment (IELA)

In July 2009, Idaho's assessment program, including the Idaho English Language Assessment (IELA), moved to the State Department of Education. The IELA has now been administered for eight years. Idaho is currently involved in a state-led consortium that will provide innovative and comprehensive assessment tools in order to help ELL students succeed in becoming college- and career-ready. With the adoption of new ELD standards, Idaho must align its English language proficiency assessment, the IELA, with the new standards. The ASSETS (Assessment Services Supporting ELs through Technology Systems) summative assessment will align to the WIDA standards and will be implemented across the State of Idaho in the 2015-2016 school year. The ASSETS structure will include an online screener/placement test, classroom benchmarks, formative assessment resources, and an annual summative assessment.

OVERVIEW OF DISTRICT LEP PROGRAMS

LEP Legislative Budget

The 2014 state LEP allocation of $3,500,000 was distributed in October 2013 directly to districts with an approved State Limited English Proficient plan. *(See Appendix A for allocations by district.)* A total of 14,261 students were identified as LEP, averaging $245.42 per student. Each district allocates the appropriate amount to the various schools or programs within the district. In order to receive funding, each district must have an LEP plan and budget on file and approved with the State LEP Program. Budget submissions indicate that districts use their state LEP allocation for salaries, professional development, and educational materials. More than 95 percent of the allocation is used for salaries. LEP students and programs are also funded from other sources, which include general funds and federal funds. Title I-A, and Title I-C Migrant, Title III-LEP and Title III Emergency Immigrant funds, which are all programs under the No Child Left Behind Act (NCLB), can be used to serve LEP students. However, federal funds must be used to supplement state funded programs, not supplant them.

An additional $500,000 was awarded in fiscal year 2012 in order to establish an LEP Enhancement Grant program that districts are eligible for through a competitive grant application process. This funding is not part of the direct LEP per student allocation, but is a part of the total LEP appropriation. More information on the LEP Enhancement Grant program can be found on the following page. Table A is an overview of the state LEP funding over the past 10 years.

Although there was a decrease of approximately 1,182 LEP students from the 2012-2013 school year, new arrivals who qualify as LEP continually enroll in the Idaho public school system. The LEP subgroup is a fluid group with students constantly entering and exiting the program. The State Department of Education has consistently worked with districts to ensure that only those students who need an English language development program are placed or remain in an LEP program. Therefore, many students have exited the program and districts have established better procedures to ensure proper identification, which has resulted in a decrease in the population.

Table A: State LEP Funding 2002-2014

State LEP Funding			
Fiscal Year	**Total Allocation**	**# of LEP Students**	**Per Pupil Amount**
2002	$4,475,000	18,168	$246.31
2003	$4,500,000	18,746	$238.70
2004	$4,500,000	19,649	$227.75
2005	$4,850,000	20,816	$232.99
2006	$5,060,000	20,936	$241.69
2007	$5,290,000	18,198	$290.69
2008	$6,040.000*	18,057	$292.96
2009	$6,040,000*	18,623	$284.57
2010	$6,040,000*	18,377	$287.86
2011	$4,000,000*	17,358	$201.64
2012	$4,000,000*	16,280	$214.99
2013	$4,000,000*	15,443	$226.64
2014	$4,000,000*	14,261	$245.42

*This amount includes the LEP Enhancement Grant funding, as well as the per student appropriation.

LEP Enhancement Grant
The Idaho Legislature appropriated an additional $500,000 in FY2012 Public Schools Budget to help maintain the LEP Enhancement Grant program that assists districts struggling to meet Adequate Yearly Progress (AYP) among the LEP student population. The grant funds are to help districts that have strong core English Language Development (ELD) programs enhance their services to LEP students.

The 2014-2015 school year will began a new three-year cycle awarding period. A Request for Proposals (RFP) will be sent out to all districts with LEP students with specific guidelines for the application process. A committee of reviewers will be appointed to approve grant awards. The committee will consist of ELD experts from the university and district levels. Idaho districts can choose to apply for one or all of the following grant options:

Option I: Co-Teaching for English Language Acquisition
Option II: EL Program Enhancements
Option III: WIDA Teacher Leadership Training

In previous years, this funding has been especially valuable to local school districts. They have been able to provide extra resources that have directly impacted the education of Idaho's LEP students. Among other things, districts have used the funding for professional development in the area of language acquisition for all teachers, curriculum materials, dual credit courses for LEP students, after-school programs, summer school programs, and math and reading interventions. Some districts, especially smaller ones, may not have been able to provide such services without this additional funding.

The Idaho State Department of Education uses $50,000 for administration and evaluation of these grant funds. With the additional funding, the Department is able to do the following: provide technical assistance, plan and host Thinking Maps training and other professional development for awarded districts, send district personnel to the 2013 Idaho Title I Conference, and hire two external mentors/evaluators for the grant program. The external mentors/evaluators have each worked with the awarded districts over the past few years. Each mentor/evaluator has served a dual role in the districts—one of mentor and one of evaluator. As a mentor, they have worked with the districts to provide technical assistance on data collection and analysis, best practices for LEP students, choosing the most effective curriculum for LEP students, etc. As evaluators, they have evaluated -- both quantitatively and qualitatively -- the effects these additional grant funds are having on the enhancement of the LEP programs in awarded districts. The goal of the external mentors/evaluators is to build relationships and trust within and among awarded districts so resources and expertise can be shared. They have also provided the Department with an annual report detailing how the grant funds have been utilized and the progress districts are making as a result of receiving these extra funds.

Idaho LEP Student Demographics
The majority of LEP students in Idaho are of Hispanic or Latino origin and speak Spanish as their home language. With LEP student populations, there have consistently been more than 100 different languages reported to be spoken in Idaho school districts. These languages represent students from countries all over the world, although Spanish is the still the most prevalent home language other than English. Table B represents percentages from the top ten languages that are spoken throughout the state, as reported in Spring 2013. These percentages are calculated from the total number of LEP students, rather than the entire student population.

Table B: Top 10 Languages in Idaho

Native Language	% of Students
Spanish (SPA)	79.7%
Unknown	2.7%
Arabic (ARA)	1.8%
North American Indian (NAI)	1.3%
Somali (SOM)	1.1%
Nepali (NEP)	1.1%
Russian (RUS)	1.1%
Chinese (CHI)	0.9%
Swahili (SWA)	0.9%
Karen (KAR)	0.9%

MONITORING AND EVALUATION

The State Department of Education has implemented a variety of methods to verify that districts are making every effort to develop and implement programs that will ensure access to an equitable education for all LEP students and meet both federal and state requirements. Many technical assistance visits and compliance reviews are coordinated with the following departments: Elementary and Secondary Education Act (ESEA), Special Education and Assessment. These visits focused on instruction and the best ways to effectively meet the linguistic, academic and cultural needs of LEP students, in addition to compliance with federal and state laws. This type of technical assistance has made a positive impact in the review process; strengthening relationships between the state and the districts.

In addition to the above, all districts with LEP students are required to provide the following:

- State Assessment System: Language Proficiency Testing (IELA), ISAT, IRI
- Internal On-Site Monitoring and Evaluation Visits
- Annual Desk Review of LEP Program
- End-of-Year LEP Data Collection Report
- LEP and Emergency Immigrant Student Count
- Educational Learning Plans (ELP) for Limited English Proficient Students if the students receive accommodations in the classroom
- Annual State LEP and Title III program plans in the Consolidated State and Federal Grant Application (CFSGA)
- District Improvement Plans are required for districts who do meet AMAOs for two consecutive years.
- Corrective Action plan are required for districts who do meet AMAOs for four consecutive years.

Models of Language Acquisition Instruction for K-12 Students

Under NCLB requirements for Adequate Yearly Progress (AYP), schools are encouraged to teach students content-based English as quickly as possible. Idaho districts have the flexibility to choose a research-based method of instruction and program model to serve their LEP students. Each district implements the instructional program in a manner appropriate for their student demographics.

Table C represents the number of students served with the most common language acquisition programs from 2009 to 2013. Below are descriptions of the main models of language instruction.

TABLE C: Students Served by Language Acquisition Program, 2009-2013

Type of Program	# of LEP students served in 09-10	# of LEP students served in 10-11	# of LEP students served in 11-12	# of LEP students served in 12-13
Sheltered English Instruction	**8,728**	**5,719**	**6,604**	**8494**
Pull-Out ENL	**5,795**	**3,938**	**4,479**	**5755**
Content-Based ENL	**3,203**	**1,354**	**2,745**	**2688**
Structured English Immersion	**1,801**	**1,478**	**1,938**	**1923**
Bilingual Education Programs	**1,807**	**1,586**	**1,199**	**1021**

Sheltered English Instruction: Districts across Idaho have adopted the Sheltered Instruction Observation Protocol (SIOP) methodology that has been scientifically researched and proven to be very effective. This instructional approach is used to make academic instruction in English understandable to English language learners and help them acquire proficiency in English while learning within the content area. Many districts have been trained in the SIOP methodology and are using simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development within all subjects. This program addresses both social and academic English essential for the current operating environment under NCLB.

The SIOP methodology is most effective for students who are at the intermediate or advanced in their English language development. Some beginning level students may still need additional specialized instruction to help them succeed.

In addition to SIOP, the state, beginning in the 2011-2012 school year, began working in partnership on a research study with Education Northwest, out of Portland, Oregon. Project GLAD (Guided Language Acquisition Design) is a professional development model for teachers, which focuses on strategies critical to giving LEP students access to the content areas. The research study will last three years with schools participating as either an experimental or control group. The experimental groups receive training in Project GLAD while the control group does not. After the three years, the state will examine the data from this study and determine the effectiveness of this model. *(See Appendix B for preliminary research findings.)*

***Pull-out English as a New Language (ENL)*:** Most of the districts continue to use a pull–out ENL model. This model is reflective of the traditional definition in which LEP students are pulled out of regular, mainstream classrooms for special instruction in English as a new language. Most instruction is provided for 30 minutes to two hours each day. For new arrivals, the pull-out model may be more intensive and ranges from two to three hours each day. Some districts provide ENL pull-out daily. However, as the LEP student progresses in language proficiency, the instructional time may be decreased to two to three times per week. The focus of the pull-out ENL in Idaho school districts is to give the LEP students an English language framework, inclusive of vocabulary, grammar, reading, writing and life/cultural skills, which will assist them in their regular classroom.

***Content-based ENL*:** Several districts are using a content-based ENL approach in order to better meet the requirements of NCLB. This approach to teaching English as a New Language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. Cognitive academic language development in English occurs through content-area instruction.

Structured English Immersion: The goal of this program is acquisition of English language skills so that the LEP student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of LEP students, possessing a bilingual education or ENL teaching credential and/or training, and strong receptive skills in the students' primary language.

Bilingual Educations Programs: Bilingual education programs focus on developing English language at the same time the native language is taught. The various programs include Transitional Bilingual Education, Dual Language, Two-Way Immersion, and Heritage Language. All differ slightly in methodology but maintain two languages while providing instruction. Bilingual Education programs are highly intensive and require certified bilingual staff. Most districts in Idaho cannot financially attract bilingual certified teachers, or they have too many languages represented in the schools to provide a bilingual program.

Many districts and researchers have indicated that the differences in program success depend more on individual teacher and paraprofessional performance, rather than specific programming. This underscores the importance of professional development and training regarding English language learning programs. All staff, within a school that serves LEP students, should have training on how to address the needs of this special population.

Staffing for LEP Programs

Bilingual/ENL education in Idaho is considered a content area for certification. However, not all Bilingual/ENL certified teachers in the state serve LEP students. Some Bilingual/ENL certified teachers are not teaching in a specific Bilingual/ENL classroom, as they have been assigned specific content classes. In addition, as LEP students move toward increasing accountability to demonstrate proficiency in content areas, more LEP students are being served by certified content teachers. Some of these content teachers have gone through training in serving LEP students, but some have not.

Many districts and charter schools continue to struggle to hire teachers that have their English as a New Language (ENL) certification, due to funding limitations and location. Most districts are rural and are not able to pay their teachers at the same level as larger districts. As a result, many districts and charters are only able to hire paraprofessionals to provide the language instruction to LEP students. In 2012-2013, districts reported that 420 paraprofessionals worked with the LEP students.

LEP Student Achievement

With the accountability structure of NCLB focusing both on the Idaho Standards Achievement Test (ISAT) and the Idaho English Language Assessment (IELA), more and more districts are realizing that specialized services and district training are essential in helping LEP students meet the content standards. The state is encouraged about the progress districts are making to acknowledge the importance of services for LEP students, through providing focused professional development and implementing the English Language Development (ELD) standards, and core curriculum for the English language learners.

Progress on the IELA

The 2012-2013 school year was the eighth year of the Idaho English Language Assessment (IELA). The No Child Left Behind Act or 2001, or NCLB, requires that each state define "progress" and "proficiency" and set targets for each based on the state language proficiency assessment, which is the IELA in Idaho. States are required to hold districts accountable to the state determined targets, which are called Annual Measurable Achievement Objectives (AMAOs).

Idaho as a whole met the two AMAO targets for growth and proficiency, as did every district. However, the third accountability piece in the AMAO structure is Adequate Yearly Progress (AYP), as measured on the ISAT. Although, Idaho has transitioned away from AYP and to the Five-Star Rating System for all schools under NCLB, the LEP Program is measured at the district level. Therefore, the state continues to use AYP to measure districts for their LEP Programs. Many districts did not meet the AYP targets for LEP students. Therefore, these districts did not meet the full accountability for the IELA Annual Measurable Achievement Objectives. Districts that do not meet the AMAO targets for two consecutive years are required to develop a District Improvement Plan. Districts that miss the AMAO targets for four years in a row are required to implement a Corrective Action Plan for LEP students. Currently, the state LEP program is working with 15 districts that are in District Improvement, and an additional 13 districts in continued Corrective Action (Year 6), to understand the area(s) they can improve to increase LEP student achievement. With the shift to the new Smarter Balanced Assessment, AYP will not be calculated for districts for school year 2013-2014.

Many variables must be factored in to understand why a district, or the state as a whole, did or did not meet targets. Some students come into the system with no literacy skills or at an older age so it would take longer for those particular students to show growth. First-year LEP students, due to federal flexibility, are not assessed on the ISAT Reading or Language Usage, however, the ISAT Math and Science tests still must be given. Mobile students are also not included in proficiency calculations in the ISAT.

AYP is calculated based on the following: (1) valid test scores and (2) statistical reliability according to Title I, 1111(b)(2)(C)(ii). The data below reflects the overall state calculations from students tested in grades 3-8, and 10, as compared to spring 2006-2013. Although significant improvements throughout the state have been seen with district LEP programs, the LEP subgroup still falls significantly behind in the statewide AYP percentages and did not meet the 2013 AYP targets as a whole.

TABLE C: ISAT Results for LEP Students

ISAT Results for LEP Students								
	2006 AYP	**2007 AYP**	**2008 AYP**	**2009 AYP**	**2010 AYP**	**2011 AYP**	**2012 AYP**	**2013 AYP**
Reading	51.81%	49.58%	55.66%	73.72%	69.2%	74.6%	76.3%	56.0%
Mathematics	56.14%	51.58%	55.77%	69.14%	65.3%	69.1%	68.0%	47.3%

STATE FISCAL YEAR 2015 REQUEST

For FY2015, Superintendent of Public Instruction Tom Luna has requested ongoing funding of $4,000,000 for LEP programs. Of this amount, $3,500,000 will be directly allocated to school districts on a per-student basis. The remaining $500,000 will be used to continue funding the LEP Enhancement Grants, which are in the last year of a 3-year cycle, to local school districts that are struggling to meet AYP in Math and Reading with their LEP subgroup.

Out of the $500,000, the State Department of Education will continue to use $50,000 to administer the grants. This $50,000 will cover the technical assistance provided to awarded districts, the external mentors/evaluators, to plan and host professional development for Co-Teaching awarded districts each fall and spring, and to plan and host District Data and Collaboration Days in the spring of each year.

APPENDIX A: LEP Allocations by District

STATE LEP 2013-2014 ALLOCATIONS			
DISTRICT NAME	**DISTRICT#**	**LEP STUDENT COUNT**	**LEP ALLOCATION**
ABERDEEN	58	116	28,469
AMERICAN FALLS	381	360	88,353
ARBON ELEM.	383	0	0
AVERY	394	0	0
BASIN	72	0	0
BEAR LAKE	33	6	1,473
BLACKFOOT	55	646	158,544
BLAINE	61	574	140,874
BLISS	234	34	8,344
BOISE	1	1737	426,303
BONNEVILLE	93	301	73,873
BOUNDARY	101	18	4,418
BRUNEAU-GRANDVIEW	365	49	12,026
BUHL	412	150	36,814
BUTTE CO.	111	2	491
CALDWELL	132	990	242,970
CAMAS CO.	121	0	0
CAMBRIDGE	432	0	0
CASCADE	422	2	491
CASSIA CO.	151	586	143,819
CASTLEFORD	417	27	6,626
CHALLIS	181	0	0
CLARK CO.	161	25	6,136
COEUR D'ALENE	271	33	8,099
COTTONWOOD	242	0	0
COUNCIL	13	1	245
CULDESAC	342	0	0
DIETRICH	314	23	5,645
EMMETT	221	66	16,198
FILER	413	38	9,326
FIRTH	59	8	1,963
FREMONT CO.	215	181	44,422
FRUITLAND	373	105	25,770
GARDEN VALLEY	71	0	0
GENESEE	282	1	245
GLENNS FERRY	192	90	22,088
GOODING	231	128	31,414
GRACE	148	11	2,700
HAGERMAN	233	30	7,363
HANSEN	415	23	5,645
HIGHLAND	305	0	0
HOMEDALE	370	122	29,942
HORSESHOE BEND	73	0	0
IDAHO FALLS	91	520	127,621
JEFFERSON CO.	251	168	41,231
JEROME	261	685	168,116
KAMIAH	304	0	0
KELLOGG	391	1	245
KENDRICK	283	0	0

STATE LEP 2013-2014 ALLOCATIONS			
DISTRICT NAME	**DISTRICT#**	**LEP STUDENT COUNT**	**LEP ALLOCATION**
KIMBERLY	414	32	7,854
KOOTENAI	274	0	0
KUNA	3	112	27,488
LAKE PEND OREILLE	84	10	2,454
LAKELAND	272	2	491
LAPWAI	341	0	0
LEWISTON	340	12	2,945
MACKAY	182	7	1,718
MADISON	321	167	40,986
MARSH VALLEY	21	0	0
MARSING	363	116	28,469
MCCALL-DONELLY	421	20	4,908
MEADOWS VALLEY	11	2	491
MELBA	136	77	18,898
MERIDIAN	2	1310	321,506
MIDDLETON	134	83	20,370
MIDVALE	433	0	0
MINIDOKA	331	299	73,382
MOSCOW	281	39	9,572
MOUNTAIN HOME	193	131	32,151
MOUNTAIN VIEW	244	0	0
MULLAN	392	0	0
MURTAUGH	418	52	12,762
NAMPA	131	895	219,655
NEW PLYMOUTH	372	16	3,927
NEZPERCE	302	0	0
NORTH GEM	149	0	0
NOTUS	135	68	16,689
ONEIDA CO.	351	13	3,191
OROFINO	171	1	245
PARMA	137	95	23,315
PAYETTE	371	234	57,429
PLEASANT VALLEY	364	0	0
PLUMMER-WORLEY	44	0	0
POCATELLO	25	76	18,652
POST FALLS	273	0	0
POTLATCH	285	0	0
PRAIRIE ELEM.	191	0	0
PRESTON	201	50	12,271
RICHFIELD	316	0	0
RIRIE	252	14	3,436
ROCKLAND	382	0	0
SALMON	291	0	0
SALMON RIVER	243	0	0
SHELLEY	60	68	16,689
SHOSHONE	312	130	31,905
SNAKE RIVER	52	166	40,740
SODA SPRINGS	150	0	0
SOUTH LEMHI	292	1	245
ST. MARIES	41	1	245
SUGAR-SALEM	322	41	10,062

STATE LEP 2013-2014 ALLOCATIONS			
DISTRICT NAME	**DISTRICT#**	**LEP STUDENT COUNT**	**LEP ALLOCATION**
SWAN VALLEY	92	0	0
TETON	401	185	45,404
THREE CREEK	416	0	0
TROY	287	0	0
TWIN FALLS	411	385	94,488
VALLEY	262	102	25,033
VALLIVUE	139	690	169,343
WALLACE	393	0	0
WEISER	431	216	53,012
WENDELL	232	224	54,975
WEST BONNER	83	2	491
WEST JEFFERSON	253	83	20,370
WEST SIDE	202	4	982
WHITEPINE	288	3	736
WILDER	133	71	17,425
VICTORY	451	0	0
IDAHO VIRTUAL ACADEMY	452	0	0
RICHARD MCKENNA	453	0	0
ROLLING HILLS CHARTER	454	10	2,454
COMPASS CHARTER	455	0	0
FALCON RIDGE CHARTER	456	0	0
INSPIRE ACADEMY	457	0	0
LIBERTY CHARTER	458	0	0
GARDEN CITY CHARTER	459	0	0
ACADEMY AT ROOSEVELT CENTER	460	0	0
TAYLOR'S CROSSING	461	0	0
XAVIER	462	0	0
VISION	463	0	0
WHITE PINE	464	0	0
NORTH VALLEY ACADEMY	465	0	0
ISUCCEED	466	0	0
WINGS CHARTER MIDDLE SCHOOL	467	0	0
IDAHO SCIENCE & TECHNOLOGY CHARTER	468	0	0
KAPLAN ACADEMY OF IDAHO CHARTER	469	0	0
KOOTENAI BRIDGE ACADEMY	470	0	0
NAMPA CLASSICAL ACADEMY	471	0	0
PALOUSE PRAIRIE CHARTER SCHOOL	472	0	0
MONTICELLO MONTESSORI SCHOOL	474	0	0
SAGE INTERNATIONAL SCHOOL OF BOISE	475	2	491
ANOTHER CHOICE VIRTUAL	476	29	7,117
BLACKFOOT COMMUNITY CHARTER	477	0	0
LEGACY CHARTER	478	0	0
HERITAGE ACADEMY	479	4	982
NORTH IDAHO STEM	480	0	0
HERITAGE COMMUNITY CHARTER	481	54	13,258
TOTAL LEP STUDENTS		14,261	3,500,000
PER STUDENT FUNDING		$245.42	
TOTAL STATE FUNDING		$3,500,000.00	

APPENDIX B: Project GLAD preliminary findings

An Efficacy Study of Project GLAD®: Preliminary Findings

education northwest
CREATING STRONG SCHOOLS & COMMUNITIES

Prepared for the Idaho State Department of Education
November 15, 2013

English language learners (ELLs) face the double challenge of learning all the academic content as other students, while also learning the language of instruction. With the rapid growth in the size of the ELL student population in the U.S., schools and districts are looking for ways to make this challenge less daunting.

Many schools and districts turn to *sheltered instruction* to support ELLs in the mainstream classroom. The primary goal of sheltered instruction is to make the learning of academic content easier, for example by using visual and other non-verbal supports to make the content more understandable to ELLs. A secondary goal is to help build English proficiency, for example by building in frequent opportunities to practice new vocabulary and sentence structures.

There are several different models of sheltered instruction. The most widely used model is the Sheltered Instruction Observation Protocol (or SIOP, pronounced "sigh-op"). Project GLAD (Guided Language Acquisition Design) is also used in many western states. A recent review of the literature found, however, there is little research evidence that these models have an impact on student learning.[1]

Our **preliminary findings in the first rigorous evaluation of Project GLAD**, conducted in 30 schools and more than 90 classrooms across Idaho, show that

- ELLs whose teachers were trained in Project GLAD demonstrated improvements in reading comprehension equivalent to about five months of learning. They also saw gains in vocabulary and in some aspects of writing, although not in science.
- Non-ELLs who attended Project GLAD classrooms performed the same as those who did not.

These preliminary results suggest that using Project GLAD in the classroom may bring about positive improvements in ELLs' reading comprehension, vocabulary, and some aspects of their writing, while not detracting from the learning of their native English-speaking classmates.

[1] Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator*. *37*(2):4-11, 38.

About Project GLAD

Project GLAD is a K–12 instructional model consisting of 35 well-defined strategies that, according to its developers, can be used with any curriculum. It includes strategies to boost student interest and engagement, provide students with new content in a variety of ways, give students the opportunity to use new vocabulary and language structures in small groups, and scaffold increasingly sophisticated reading and writing behaviors. It is widely used in California and the Pacific Northwest, most commonly in mainstream classrooms that include both ELLs and native English-speaking students. Project GLAD developers claim that the approach is beneficial to all students but particularly to ELLs.

Overview of the Study

In 2010, the Institute of Education Science awarded Education Northwest a four-year grant from the Institute of Educational Sciences to study the efficacy[2] of Project GLAD. In the planning year we recruited 30 schools and established study measures. In spring 2011, we randomly assigned half the schools to the treatment group and half to the control group. Over the next two school years (2011-2012 and 2012-2013), treatment teachers received Project GLAD training and coaching, paid for by the grant, and the research team collected information about implementation at treatment schools and outcomes at both treatment and control schools. This year (2013 – 2014), teachers in control schools have been receiving training while the research team analyzes data already collected.

Study Design

We used a study design called a *cluster randomized trial*, which means that groups of teachers or students ("clustered" into their schools) are randomly assigned to receive or not receive the Project GLAD "treatment." Random assignment is considered a critical element of a rigorous study because it means variation in factors that might influence outcomes (teacher quality, teacher interest, prior student achievement and other characteristics the research team might not even think of) is randomly spread across the two groups.

Grade 5 teachers in the 42 treatment classrooms received standard Project GLAD training: a two-day workshop and five days of demonstration with six days of coaching support over two years. Grade 5 teachers in the 50 control classrooms proceeded with business as usual.

Schools. The 30 schools in the study were spread across Idaho, with almost half (47%) in rural settings. The other half were within towns (23%), cities (17%), or suburban locations (13%). School enrollment varied from 277 to 717, with a mean of 475 students. All but one of the schools served current or former ELLs, although the percentage varied from 3 to 50 percent.

[2] An "efficacy" study examines whether a program works under the best possible conditions. For our study, this meant that Project GLAD was implemented in schools that wanted to try it, by teachers who received the full training and other supports from Tier IV trainers—the most highly qualified trainers.

Students. Data were collected from all fifth-grade students, not only ELLs. Of the 2,253 students in the sample, 13 percent were current ELLs or former ELLs who had been reclassified within the previous two years. Most ELLs in the study were Spanish speakers. Ten percent of students in the study were eligible for special education and 65 percent were eligible for free or reduced-price lunch.

Teachers. Most teachers were white, female, and had been teaching for more than a decade. Teachers had received no prior training with Project GLAD, although many (68%) had at least some exposure to SIOP. Only 24 percent had received any other form of prior training to support ELLs. The prior training of teachers was similar for the treatment and control groups.

Data collection. We collected data over two years from the same teachers and from two different cohorts of grade 5 students. To learn how teachers were using Project GLAD, we administered surveys to teachers and observed their teaching. To investigate the impact on students, we administered standardized assessments in reading, asked students to write essays on a scientific topic, and gave students an end-of-unit test on rocks and minerals—one of the topics students learn about in grade 5. We also obtained students' scores from the state science assessment.

Findings

Did Project GLAD have a positive impact on ELLs? And how did it affect students who were not ELLs? To answer these questions, we examined assessment results in three areas: reading, writing, and science. Here we summarize the findings from the first year of implementation.

For ELLs. When we focused on students who were current or former ELLs, we found marginally significant positive results in their reading comprehension, vocabulary, and in some aspects of their writing (their ideas and organization). We did not find statistically significant differences between the treatment and control groups in their science achievement. *Marginally significant* means there was less than a 10 percent chance that these results were obtained due to random variation.[3]

While statistical significance is important, it is also crucial to consider the practical importance of the impact—how much difference does this really make in student learning? *Effect size* is a measure of how much better students in the treatment group performed, compared to students in the control group. The effect size of Project GLAD on reading comprehension was 0.24. We know from other studies that this is equivalent to about 60 percent of the growth in reading that students typically make over the course of fifth grade, or about five months of growth.

[3] Many research studies use a 5 percent cut-point to determine statistical significance, but when the group size is small, as the ELL group was, it is not uncommon to look at a higher cut-point and consider results that are marginally significant.

The effect sizes for vocabulary, ideas in writing, and organization of writing were 0.21, 0.32 and 0.27, respectively. Unlike for reading comprehension, we do not have data from other studies that would allow us to compare the vocabulary effect size to typical growth. The same is true of writing, although we do know that a rigorous study of the impact of a writing intervention for grade 5—using the same outcome measure as our current study—produced effects that were smaller (0.07 for ideas and 0.12 for organization) for the overall student population than the effect we found here for ELLs.[4]

For non-ELLs. When we looked only at students who were not ELLs, we found that students in the treatment group scored higher on tests of reading comprehension, vocabulary, science and writing, but the differences between the treatment and control group were not statistically significant.

Next Steps

We still have much to learn about the implementation and impact of Project GLAD. The analysis of Year 2 outcome data will tell us whether the marginally significant impacts we observed in Year 1 continue. We also know from our analyses of data on implementation that some teachers implemented Project GLAD more thoroughly than others. We will be examining whether the impact was higher in classrooms with higher levels of implementation. These results will be available in 2014.

To learn more:

projectgladstudy.educationnorthwest.org for information about the study

www.ocde.us/ProjectGLAD for information about Project GLAD

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[4] Coe, M. Hanita, M., Nishioka, V., and Smiley, R. (2011). An investigation of the impact of the 6+1 Trait Writing model on grade 5 student writing achievement (NCEE 2012–4010). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

LEP Enhancement Grant

Year 2 Summary Report: 2012-2013

Authored by Margaret Mulhern, PhD and Sam Strother, MAE

LEP Enhancement Grant

Year 2 Summary Report: 2012-2013

This report documents the second year of funding and implementation of the Idaho LEP Enhancement Grant and includes descriptions of all grant awardees' projects and progress for the second year. Year 2 encompasses the 2012-2013 academic year.

Authored by Margaret Mulhern, PhD and Sam Strother, MAE

What is the LEP Enhancement Grant?

The Limited English Proficient (LEP) Enhancement Grant Program is funded by the State of Idaho in order to provide districts with additional resources that will allow them to enhance core LEP program services for English learners. Grants are funded for three years (2011-2014), with ongoing funding contingent on districts meeting grant benchmarks.

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Summary of Findings

After completion of Year 2 of the LEP Enhancement Grant there are five major findings to report. The following findings are discussed in detail throughout this document:

- LEP students in classrooms taught using the co-teaching model (funded through Grant Option I) performed at a greater level as measured by the Idaho Standardized Achievement Test (ISAT) than the state average for LEP students in Reading, Language and Mathematics by the end of Year 2. These students also narrowed their achievement gap with non-LEP students within their schools.
- LEP students in co-taught classrooms increased the percentage students scoring as fluent in English language as measured by the Idaho English Language Assessment (IELA) by the end of Year 2.
- There has been a positive reception of co-teaching for English learners in Idaho with qualitative results indicating professional growth for teachers, changes in teaching practices, inclusion of students and EL specialists into the school body, and EL students thriving in mainstream classes. Teachers and administrators involved in the grant efforts found it to be one of the most rewarding professional development opportunities they had experienced and recognized its impact on students as well.
- LEP students using electronic language arts development programs (e.g. Imagine Learning) purchased with Grant Option II funds performed at a greater level on both the Reading and Language ISAT than the state LEP average.
- The proportion of students with complete data sets from both the ISAT and IELA test who also utilized Imagine Learning (purchased with Grant Option II funds) was less than 40% of the total number of Imagine Learning licenses purchased. This was due to student-mobility and recommendations intended to avoid this issue are discussed in this report.

- Districts using Grant Option III funds for Idaho Toolkit training were not able to provide measureable data to indicate grant progress. Follow-up related to the Toolkit training was also inconsistent. Recommendations intended to improve the delivery of Idaho Toolkit training are provided in this report.

Introduction

The LEP Enhancement Grant has been available to Idaho schools since 2006. In 2007, the grant was modified from a yearly award to a three-year grant cycle in an effort to offer districts the opportunity to plan long-term projects that included significant professional development. The greater duration of the grant funding helped produce more substantive data for analysis. Evaluators' findings indicated the grant awards, as a whole, were successful in enhancing LEP students' academic skills in awarded districts (Mulhern & Strother, 2011).

Based on evaluations of the 2007-10 grant-cycle, the new LEP Enhancement Grant application and award process was modified to make the grant awards both more specific in the plans that would be allowed and more competitive for applicants.

In 2011, a modified Request for Proposals (RFP) was released to all Idaho schools. School districts had the opportunity to submit one or more proposals. Districts were provided technical support through grant writing workshops, submission of draft proposals for feedback, and one-on-one technical assistance appointments. The grant submission process was revised in order to simplify the proposals and directly address key issues pertinent to the success of grants such as: existence of a core ESL program, administrator support, qualifications of grant personnel, and evaluation of goals.

Grants were awarded in three categories. The first option was Co-Teaching for Language Acquisition, with up to three grant awards available for $75,000 per year. Co-teaching is an innovative approach to serving second language learners by partnering a certified ESL teacher with a K-12 teacher. The second option was EL Program Enhancements. These awards ranged from $10,000-$25,000 and allowed districts to supplement a core ESL program. The third option was Toolkit Training with awards for $10,000-$15,000. This option provides funding

for a professional development program developed by the Idaho State Department of Education.

Aside from the specified options, an additional change from the older grant award process was that schools were now given the opportunity to apply individually whereas in the past, entire districts had to apply. This allowed for Option 1: Co-teaching grants but also for large schools to receive an appropriate level of funding so they could fully support all their LEP students under Options 2 and 3.

Grants were reviewed by a team of experts from the fields of LEP Education, Special Education, Mathematics Education, Educational Research and Policy. Through the review process, the following grants were awarded. Each grant option will be explained in greater detail in this report, followed by profiles of the districts and schools receiving grants under each option.

Option I: Co-Teaching

Kuna High School

Canyon Ridge High School in Twin Falls

Option II: LEP Programming Enhancements

Boise School District

Jefferson School District

Kuna School District

Meridian School District

Minidoka School District

Murtaugh School District

Shelley School District

Taft Elementary in Boise

Twin Falls School District

Vallivue School District

Option III: Toolkit Training

Melba School District

Shoshone School District

Kuna School District

Awarded districts were notified in November, 2011 and grant funds were distributed in January, 2012. In Year 2 funding was available July 1, 2012. Funding for Year 3 (the final year of the grant) was available in July, 2013. Funds were released only after districts provided appropriate data for their grants' progress to be evaluated as well as a current budget documenting grant-related expenditures.

Option I: Co-Teaching for Language Acquisition

Co-teaching is two or more professionals working together in the same classroom where both teachers are responsible for planning, instruction, and evaluation (Villa, Thousand, & Nevin, 2008). When co-teaching is used to address the needs of English learners, a certified ESL teacher partners with a certified K-12 teacher to teach at least one content area on a regular basis. This approach can be contrasted with the most typical format for meeting the language acquisition needs of English learners, "pullout instruction", where students leave their mainstream classroom and are instructed separately by an ESL teacher or a paraprofessional.

While co-teaching is a newer approach in the field of ESL, it has a longer history in the field of special education. Two districts have demonstrated academic success for English learners using the co-teaching model—St. Paul, Minnesota and Cherry Creek in Denver, Colorado. The state of Idaho's Title III Director, Dr. Fernanda Brendefur, was introduced to the model by the Director of English Language Acquisition in Cherry Creek. In the fall of 2010, a team of educators visited several schools in the Cherry Creek School District to better understand the model. The team was excited about the possibilities of increasing academic success of ELs in Idaho through co-teaching.

In addition to increasing academic achievement, the co-teaching model offers other benefits. Because of the close partnering of an EL teacher and a classroom teacher, the mainstream teacher learns how to better meet the needs of English learners. Many Idaho school districts have been struggling with finding ways to not only provide professional development for teachers but to follow through on implementation of appropriate strategies. Moreover, the EL teacher gains experience and insight into the language and content demands ELs face in their classes and is better able to support language learning by partnering with classroom teachers. The students benefit by having the expertise of two teachers and by being integrated with their native English speaking peers in most cases.

The co-teaching grants awarded by the LEP Enhancement Grant Program had to meet several requirements including: an operational core LEP program approved by the State Department, a highly qualified, certified EL specialist, a co-teaching team that included teachers and the principal, and the availability of a weekly team planning time. Although numerous proposals were submitted, the grant review team determined that only two proposals met all the requirements. These two districts, Kuna and Twin Falls, were awarded grants at the high school level. Descriptions of these districts' teams and progress made during the second year of the grant are provided in the next section.

The implementation of co-teaching defined by the grant award is designed to provide districts' access to professional development and ample time for planning. Year one was devoted to building a foundation through regular team meetings, a visit to the Cherry Creek School District in Denver, Colorado, professional development on co-teaching in Boise, and additional professional development particular to the needs of the teachers in each district. The expectation for the second year included full implementation with an EL specialist dedicated to the equivalent of four days of co-teaching and one day of planning with individual team members. Co-teaching will continue during the third year while the team extends the model to other teachers, levels or subject areas. Further descriptions of co-teaching can be found in Appendix B.

Option II: LEP Programming Enhancements

Under the LEP Enhancement Grant Option II, schools and districts were offered the opportunity to apply for funding to support enhancements to their current EL programming. Examples of recommended enhancements were parent and community programs, after-school programs, curricula, software, partnerships with post-secondary institutions, and college preparation programs.

Imagine Learning

Of the 10 districts and schools receiving Option II awards, 6 chose to use Option II grant funds to implement Imagine Learning curriculum in their LEP programs. Imagine Learning is a computer program designed to support LEP students' acquisition of English language reading, speaking, and listening skills. The program was developed in response to the lack of quality computer-based intervention materials available to educators that were intended primarily for use with LEP students. Many of the currently available programs competing with Imagine Learning were developed first as reading intervention programs for English proficient students. In this case, program developers often make assumptions about users' familiarity with English phonemic patterns and morphology. For LEP students, it highly unlikely that familiarity is something they possess, and therefore the programs have had limited success in developing English proficiency.

Evidence of Effectiveness for Imagine Learning

To determine if Imagine Learning was superior to other intervention programs, the company contracted two separate external evaluation institutes to conduct research into their program's effectiveness as related to LEP learners. Both studies (conducted in separate school districts) found that Imagine Learning improved students' English proficiency statistically significantly as compared to a similar group of students who did not use Imagine Learning and instead received other interventions (Nelson, 2008; Tinney & Tinney, 2007).

Option III: Idaho Toolkit Training

LEP Enhancement Grant Option III awards were for the purposes of providing Idaho Toolkit Training for district teachers and administrators. The Idaho Toolkit is a series of professional development modules created for the purpose of training Idaho school staff in how to better provide services for LEP students and more specifically, how to identify LEP students who may also have a learning disability. The issue of ***misidentification*** (identifying a student as having a learning disability when the student is in fact only limited in use of English language) can create significant problems for districts. There can be the risk of legal action from parents as well as district employees. The student is also less likely to receive the services that are most beneficial in both linguistic and academic development if misidentification has occurred (Brendefur, Duron & Henderson, 2011). The Idaho Toolkit Training modules offer a research-based approach to learning how to identify both LEP and Special Needs students as well as how to do this in the most efficient, equitable, and accurate manner. The Toolkit was developed in Idaho by a team of specialists in LEP and Special Education topics.

Participant Self-Reflection Survey

The first step in the Toolkit Training process, which all Option III applicants completed, is a Self-Reflection Survey (Appendix A). This survey provides a guide to the needs of the district and helps district leaders better understand if how necessary the information in the Toolkit Training modules will be for participants. After the survey is completed, participants use the results to help them create a plan of action focused on their greatest area(s) of need.

Toolkit Modules

There are six Toolkit modules. The duration of each module can be determined by districts and modified contingent upon each district's individualized needs. Below is a list of the six modules with a brief description of each.

Module 1: Foundations

> Intended for districts needing a better understanding of what LEP and Special Education programs must have as core components and what the basic process of identification must include.

Module 2: Language and Culture

> This module is for districts needing to better understand how culture and language influence one another and how schools might better use this knowledge to support their LEP programming.

Module 3: Family and Community

> As many components of LEP and Special Education (SPED) programming require consistent communication between families and schools, Module 3 provides guidance on how to do this so as to adhere to legal requirements and to best implement plans for LEP and SPED students. There is also guidance on how to integrate the community as a whole into the process so students with special needs and limited English language are not ostracized in and out of school.

Module 4: Effective Curriculum and Instruction

> Module 4 supports schools in their effort to find and implement the most effective curriculum and instructional practices for LEP students who may have disabilities. The instructional techniques and resources for this population differ from what many teachers and even EL specialists may

be familiar with unless they have stayed current in their knowledge of LEP and SPED research.

Module 5: Assessing ELLs

The assessment process for English Language Learners (ELL) can require special knowledge of both language acquisition and assessment topics. Module 5 provides guidance and resources on these issues for the purpose of enhancing districts' assessment procedures for LEP students.

Module 6: Determining Special Education Eligibility

Due to the highly sensitive nature of students' identification as needing SPED services, this module gives much needed guidance on the intricacies of the legal and educational requirements of identifying LEP students as having a disability.

Year 2 Toolkit Grant Activities

In the second year of grant participation, Toolkit awardees began to implement and supplement specific areas they focused on in their initial Year 1 Toolkit Module sessions. These activities included ongoing professional development and related material purchases focused on the Effective Curriculum and Instruction. Grant awardees also continued to receive professional development in remaining Toolkit modules related to their individual district's needs.

Grant Awardee Profiles

The following section details the specific districts and schools that were awarded LEP Enhancement Grants. General demographic information is provided for each awardee as well as details of how they implemented their plans during Year 2 of the grant cycle.

Option I: Co-Teaching

School: Canyon Ridge High School **District:** Twin Falls

Overall Enrollment: 1,065 **Percent LEP:** 6%

Common Non-English Language(s): 20 World languages

Grant Purpose: Co-teaching

Grade Levels Targeted: 9-12

Total Grant Amount: $75,000 per year

The Twin Falls School District is implementing co-teaching at Canyon Ridge High School, the designated high school for ELL services. The school had already begun using a co-teaching model in order to close the achievement gap between LEP and non-LEP students. The gap is considerable, not only due to the limited English of many students but also the fact that many of the refugee students have limited or interrupted formal education. The co-teaching model was chosen to reduce the student-teacher ratio and to assure that all teachers are able to meet the academic, cultural, and emotional needs of the diverse students.

The co-teaching team has embraced the model and the opportunity with great enthusiasm. The team included two EL specialists, five content teachers, the principal, and the instructional coach. The external evaluators had the opportunity to visit with the team and to make observations in the co-taught classrooms throughout Year 2.

School: Kuna High School **District:** Kuna

Overall Enrollment:1,842 **Percent LEP:** 2%

Common Non-English Language(s): Spanish

Grant Purpose: Co-teaching

Grade Levels Targeted: 9-12

Total Grant Amount: $75,000 per year

Kuna School District submitted a proposal for adopting co-teaching as an instructional model at Kuna High School in order to close the achievement gap between LEP and non-LEP students. The EL specialist advocated for the adoption of co-teaching based on her initial efforts to apply the approach with content-area teachers. The grant provided an opportunity to access professional development for all team members and to facilitate planning time.

The first year team consisted of the EL specialist, content teachers in Math, Science, and Social Studies, the principal, and a paraprofessional who is responsible for data collection. The EL specialist has served as the lead for the team in weekly meetings to conduct book studies and to discuss progress on implementing the co-teaching model.

Option II: LEP Programming Enhancements

District: Boise

Overall Enrollment: 25,430 **Percent LEP:** 8.2%

Common Non-English Language(s): Approximately 100 World Languages

Grant Purpose: Teacher endorsements for English as a New Language

Grade Levels Targeted: K-12 teachers

Total Grant Amount: $45,000

The Boise School District's enhancement grant supports 12 teachers who are pursuing an endorsement in English as a New Language. The cohort consists of 12 teachers, 8 from within the district and 4 teachers from neighboring districts. There is a broad representation of teaching levels including elementary, junior high, and high school. The courses are taught through the College of Idaho and will allow teachers to complete a master's degree by taking additional coursework beyond the 20 credits required for the ENL endorsement.

The Boise School District serves a large number of refugee students, many who have had limited and interrupted formal schooling. While these students are taught English language explicitly in daily pull-out classes, they spend the majority of their time in general education classrooms. There is a great need for general education teachers to have a deeper knowledge base of how to best serve language learners in content classes. The WIDA ELD standards, recently adopted by the state of Idaho, emphasize the importance of teaching academic content language to English learners. Through the scholarships, teachers are able to access required ENL courses that meet at times convenient for them.

Students in the endorsement program were asked to reflect on how it has benefitted their teaching. Responses include:

"The ENL classes at College of Idaho have impacted me as a teacher by providing me with a whole new perspective and lens that I have never looked through before. I see my students and myself in a whole new light. The new awareness and empathy I developed from these classes has provided me with better relationships with my students and colleagues. The strategies learned in class have helped my students tremendously, especially the ESL learners. In fact, my highest ISAT scores for language this year were my ELLs!!!"

"These classes have made me feel more prepared to teach diverse learners as

well as reflect upon my teaching practices more to ensure that I am meeting the needs of all my students. I strongly feel that I am a better and more responsive teacher as a result of this program."

"Teaching ENL has provided me with many strategies and ideas that will only improve my teaching as a whole. I have found that teaching from an ENL perspective has benefited all of my students in the classroom with thinking strategies and a more culturally global perspective."

These quotes clearly indicate that the knowledge teachers have gained has benefitted English Learners as well as other students. Additional survey responses indicate that the students are highly satisfied with the cohort model that has allowed them to create a close community of learners. Some teachers mentioned that the face-to-face interactions were much more valuable than taking classes on-line.

District: Bruneau-Grandview

Overall Enrollment: 376 **Percent LEP:** 18.6%

Common Non-English Language(s): Spanish

Grant Purpose: ELLIS Data Management System, Scholarships for ENL Endorsement Program

Grade Levels Targeted: K-12

Total Grant Amount: $12,000 (including Option III)

Bruneau Schools received a combined Option II and III due to the district's small size and demonstrated need for two distinct enhancements to their LEP student services. Using Option II guidelines, Bruneau purchased the ELLIS data management system in order to better monitor LEP student's ELA plans as well as to comply with requirements for parental communication and progress monitoring of LEP student achievement. Bruneau is also using grant funds to

support the EL Specialist's acquisition of an EL Endorsement through the College of Idaho.

Unfortunately, district administration upheaval has led to Bruneau-Grandview's grant not being fully implemented as of this report's release date. Year 3 funds have not been distributed and will not be until the district provides detailed budget expenditures as well as clear progress reports on Year 2 activities. Site visits from the grant evaluation team during Year 2 indicated that staffing changes had a substantially negative impact on the district's ability to implement grant plans throughout the year.

District: Jefferson County, Rigby

Overall Enrollment: 2,330 **Percent LEP:** 15%

Common Non-English Language(s): Spanish

Grant Purpose: Adult ESL program

Grade Levels Targeted: ESL Parents and their K-8 children

Total Grant Amount: $25,000 per year

The Jefferson County School District provided an adult ESL program at two locations, two nights a week for 13 weeks during the Fall and Spring. Parents had requested the program based on a survey of their needs. Parents worked independently on their English language skills using the Rosetta Stone computer program. This program is often favored by adults because each person can work at his/her own pace and practice the skills of speaking, listening, reading and writing. In addition to the computer-based instruction, some sessions addressed particular topics such as how to use Power School to access their children's academic information, how to e-mail teachers, college opportunities, etc. From Spring 2012 to Spring 2013, 75 parents attended English classes and logged over

1,871 hours of working on Rosetta Stone. The average attendance over this time period was 22 parents at both sites, with greater attendance at one school.

The administrator was pleased with the attendance and the enthusiasm of the parents, "We have such a great response from parents that we even have some parents using their own personal money to expand our advertising for the classes to get more people coming." The program had the unexpected outcome of motivating three parents to start working on their GED. One of the teachers of the adult class was an exemplary role model for the students because he was also an immigrant; he had returned to school as an adult and was completing a bachelor's degree.

Parents are invited to bring their children to attend the children's program. The average attendance of students during the spring of 2013 was 18 per session. Games and activities were available to students during this time and one or two adults interacted with them, primarily in English. Some students brought homework to complete and a few children chose to use the Rosetta Stone or Starfall reading program on the computers. Because of the wide spread of ages, including many preschool children, there was not an assessment of the impact of the program on the children. During observations of the program, the children were actively engaged in art activities, board games, Lego, and a computerized reading game, among other activities.

The Jefferson District adult ESL program enabled parents' access to English, some computer skills, and information about the schools function in the U.S.. Parents were greatly appreciative of the program and made an effort to increase attendance. Their children received exposure to English in an informal setting and enjoyed this opportunity to socialize with other children. Challenges that the two administrators faced were the number of hours they needed to dedicate to the program beyond their full time roles (principal/ELD director and ESL teacher). Hiring and training the staff, turnover in staff, finding substitutes, obtaining materials, addressing technology issues, and overseeing the program

on a weekly basis led to the realization that running an adult ESL program requires more work than they realized.

School: Kuna Schools **District:** Kuna

Overall Enrollment:1,842 **Percent LEP:** 2%

Common Non-English Language(s): Spanish

Grant Purpose: Imagine Learning

Grade Levels Targeted: 3-9

Total Grant Amount: $25,000 per year

Kuna School District utilized Option II funds to purchase license for Imagine Learning. These licenses were implemented at the elementary, middle and high school level to serve the LEP students most in need of supplemental language arts instruction. Kuna's Imagine Learning data are included in the data analyses of Option II found later in this report.

District: Joint School District No. 2 (Meridian)

Overall Enrollment: 35,101 **Percent LEP:** 5.2%

Common Non-English Languages: 70 World Languages

Grant Purpose: After-school program for ESL newcomers and computer classes for adult English Learners

Total Grant Amount: $25,000 per year

The Joint School District No 2's enhancement grant supported two supplemental programs, one serving newcomer high school students and the other serving parents of ESL students.

After-school program

Newcomer ESL students at Centennial High School attended an after-school program to receive assistance with class work, homework, and opportunities for credit recovery four days a week. Fridays were reserved for seniors to work on senior projects and credit recovery. The program was staffed by a certified teacher/counselor who worked closely with the students during the school day and other core teachers assisted in the program on a rotating basis. Teachers represented the following content areas: Science, Social Studies, Math, and English. Three para-professionals also assisted the students. The newcomer program, called "English Language and Cultural Immersion" (ELCI), was started in 2011 to meet the needs of the district's most at-risk immigrant and refugee students who often have limited and interrupted formal schooling. The grant funded the lead teacher's and assistant's salaries as well as transportation home at the end of the program with 90% of the students needing bus transportation.

The program has met and exceeded its goals. The first goal was to increase students' academic performance as measured by their GPA. The thirty students who attended the program in 2012-2013 increased their GPA from 2.71 to 2.98 from Fall to Spring with 63% of the students having a higher GPA the second semester. While this increase is important, a more significant increase should be noted by comparing current GPAs to the GPA average of 1.98 for 10th graders in 2011. The impact of the focused newcomer program and the afterschool support is significant.

Further evidence of academic achievement can be seen in the classes that students are accessing. Math skills among this group of students were so low that a new basic conceptual math class needed to be created at the start of the program. A teacher with endorsements in math and ENL (English as a New Language) was hired to teach the class. She also provided intensive interventions in the after-school program. As a result, students are now able to access higher-level math classes including Algebra I and II and Geometry. Evidence of students' commitment to completing their education is that eight ELCI students participated in summer school in 2013. All students were

successful, with one student having the highest grade in class. Ten students are on target to graduate in 2014. The program administrator contributes these successes to the after-school support students have received.

The impact of the program on students was also measured through an end-of-year survey. 19 out of 20 students who completed the survey indicated that the classes were very helpful and one student said it was somewhat helpful. The following are quotes from beginning and advanced beginning language learners regarding how the after school program was helpful (spelling corrected).

> "They (afterschool tutors) helped me to raise my history grade and to understand more about history. They help me with math, how to solve problems and they helped me about (with) my health project. Now I have good grades in class and I did good on my project"
>
> "The after school is so good for us because it helps a lot and I learn math and reading and writing and a lot of things. I learn a lot from after school."
>
> "After school helps me to finish my H.W. I like after school so much because I get help every time. I want to say thanks to everyone."
>
> "My grades have improved a lot. Staying after school helps me be organized."

Similar comments were made to the evaluator during a program visit; the program made a difference in students' ability to complete homework, to complete tests that required additional time or to study for tests with assistance from peers and teachers.

The program also allowed time to work on for the service component of a leadership project done in collaboration with Dr. Vincent Kintuku, a community leader with roots in Kenya. For part of this project, the students raised $350 to support the education of one student for one year at Dr. Kintuku's school in Kenya. Throughout the year three family events took place and were attended by at least one parent or family member of the students in the ELCI program. The events were a Cultural Celebration night, a Family Information Night presented by the students and an End of Year Picnic and Celebration. In sum, the program

is well rounded, meets the specific needs of the newcomer students, and has exceeded its original goals.

Computer classes for parents

The second program funded with the LEP Enhancement Grant provides computer classes for parents of English learners. These classes are important to increase the technology skills of parents thus enabling them to better access information, (including school related information such as student grades) and to increase opportunities in their lives. Both beginning and intermediate level classes are provided twice a week. Some parents advanced from not being able to manipulate the computer mouse to being able to send e-mails. The success of the program is evident in the attendance rates. 106 parents attended the Adult Computer Class during the 2012-2013 school year at two locations. With 50% of the adults who attended Adult English classes also accessing the Computer Class, the goal of 30% attendance was exceeded. The program was fortunate to have instructors who had both the technology background and the ability to instruct English learners with a wide range of computer and language skills. Childcare was not provided during Computer Classes but was provided during English classes. In order to better meet parents' needs, the district plans to provide childcare for the 2013-14 year. At Gateway school, parents are also able to access computers at other times in the parent center, an area specifically designed for parents to access resources and computers while for their young children play nearby.

It should be noted that the success of the Meridian district's grant programs are in large part due to the leadership of the EL program. The director has several years of experience administrative and teaching experience, which led to developing programs that were staffed with high quality instructors and fully implemented.

District: Minidoka

Overall Enrollment: 3,991 **Percent LEP:** 10.4%

Common Non-English Language(s): Spanish

Grant Purpose: Imagine Learning© Curriculum

Grade Levels Targeted: Elementary and Middle School

Total Grant Amount: $25,000 per year

The Minidoka School District is using the LEP Enhancement Grant to purchase approximately 30 Imagine Learning usage licenses for the three year grant cycle (2011-12 to 2013-14 school years). LEP Students from the elementary grades (e.g. K-5th) and a small number from the middle schools are using Imagine Learning as a supplemental piece of their current EL program. Students have been prioritized for Imagine Learning licenses based on IELA results. Therefore, students scoring at lower levels on the IELA have begun to use Imagine Learning prior to students testing at higher IELA levels. Analyses of Minidoka's achievements are included in the later section analyzing the effects of Option II: Imagine Learning grants on student achievement.

District: Murtaugh

Overall Enrollment: 252 **Percent LEP:** 19.8%

Common Non-English Language(s): Spanish

Grant Purpose: Imagine Learning© Curriculum**,** Adult ESL classes

Grade Levels Targeted: K-8

Total Grant Amount: $20,000 per year

Murtaugh Schools are providing the Imagine Learning supplemental curriculum for all LEP students in elementary and middle grades. The licenses purchased

were also used for a very small number of students at the high school as well. In Year 2, the licenses were also utilized to support incoming pre-school and kindergarteners identified as LEP. An adult English as Second Language (ESL) class was offered to parents of Murtaugh students with the balance of grant funds that will be available in Year 2 and this will be continued in Year 3. The parent ESL class was attended by an average of 14 parents each class period as documented by district attendance records.

The effects of Imagine Learning on Murtaugh students' achievement are included in the analyses of Option II: Imagine Learning later in this report.

District: Shelley

Overall Enrollment: 2,133 **Percent LEP:** 7%

Common Non-English Language(s): Spanish

Grant Purpose: Imagine Learning© Curriculum

Grade Levels Targeted: K-4

Total Grant Amount: $13,000

The Shelley School District opted to use grant funding to purchase Imagine Learning licenses for the three year grant cycle. Imagine Learning bas begun to be used as a supplement to the core EL program for students in grades K-4 who scored a "3" or less on the IELA. Paraprofessionals and supervisors have received training on the program. Students using the program have had positive reactions and seemed highly engaged during external evaluators' observations. Achievement results of Shelley district's LEP students are included in the analyses of Option II grants later in this report.

District: Twin Falls

Overall Enrollment: 7,800 **Percent LEP:** 5%

Non-English Language(s): 70 World Languages

Grant Purpose: Imagine Learning© Curriculum

Grade Levels Targeted: K-12

Total Grant Amount: $25,000 per year

Like Canyon Ridge High School (located in Twin Falls) the Twin Falls district as a whole serves a very diverse population of LEP students due to the large number of refugees from around the world that come to Twin Falls. The district has used Imagine Learning in their schools that serve these LEP students with special emphasis given to the middle grades. A licensed EL specialist has worked primarily with the middle school-aged newcomer LEP students to use Imagine Learning to accelerate their initial language acquisition. Twin Falls' students have their results from the Idaho English Language Assessment (IELA) included in the analyses found later in this report under the Option II: Imagine Learning section.

District: Vallivue

Overall Enrollment: 7,005 **Percent LEP:** 10.3%

Common Non-English Language(s): Spanish, Russian

Grant Purpose: Imagine Learning© Curriculum, In-district curriculum writing, AVID program recruiter

Grade Levels Targeted: K-8

Total Grant Amount: $25,000 per year

Vallivue District has utilized their LEP Enhancement Grant for three purposes. First, the district used the Spring of 2012 to install Imagine Learning software in the elementary and middle schools. Secondly, Vallivue teachers in grades K-8 were paid a stipend to work over the Summer of 2012 to write curriculum for paraprofessionals to use with LEP students during additional academic support time during the school year. However, a budget surplus from this line item was used again during the early Fall of 2012 to reorganize the materials developed so they better aligned with the recently adopted Idaho Core Standards. This process will continue into Year 3.

The last enhancement Vallivue planned to use grant funds for was to attempt to hire a district staff member to work additional hours after school to recruit LEP students for the district's AVID program. The AVID program is a district-sponsored project that provides support, information, and guidance for diverse students with academic challenges to help these students succeed academically and assume leadership roles within the student body. The ultimate goal of the AVID program is to support non-college bound students from diverse backgrounds change their school and career paths to eventually attend college or technical school after graduation from high school. Unfortunately, the district staff member intended to take this place unexpectedly left the district during Year 2. A replacement has yet to be found. The surplus funds were used to help fund the re-organization of the curricular materials described previously. In Year 3, an AVID specialist will be hired when funds are released.

School: W.H.Taft Elementary **District:** Boise

Overall Enrollment: 348 **Percent LEP:** 19.3%

Common Non-English Language(s): 25 World Languages

Grant Purpose: Imagine Learning© Curriculum, LEP student summer school

Grade Levels Targeted: K-6

Total Grant Amount: $15,000

W.H. Taft Elementary in Boise was the first Idaho school to implement the Imagine Learning Curriculum. Taft has a large population of refugee students who have limited English proficiency but also are far behind their U.S. born peers academically. To accelerate these newcomers in both English proficiency and academic learning skills, Taft partnered with the nearby Boys and Girls club each summer and offered Imagine Learning to Taft's LEP students during their time at the Boys and Girls Club. The refugee LEP students' memberships to the Boys and Girls Clubs are funded by outside sponsors, but grant funds paid for a part-time paraprofessional to supervise the students' use of Imagine Learning and provide supplemental English language development. Transportation (via shuttle bus) to and from the Boys and Girls Club for Taft's LEP students is also funded through the LEP Enhancement Grant as very few of the families have a vehicle to use for transportation. A detailed analysis of the effectiveness of Taft's programs is provided later in this report under the section "Option II: Imagine Learning."

Option III: Idaho Toolkit Training

District: Bruneau-Grandview

Overall Enrollment: 376 **Percent LEP:** 18.6%

Common Non-English Language(s): Spanish

Grant Purpose: Toolkit Training on Family and Community, Assessment, Special Education and LEP, and Culture

Grade Levels Targeted: K-12

Total Grant Amount: $12,000 (including Option II)

The Bruneau Grandview School District sent their K-12 staff and leadership team to Toolkit Training in the Summer of 2012. For the remaining two years of grant

funding, the district intended to contract for follow-up professional development and monitoring from Toolkit Trainers and experts in the fields of Special Education and LEP student programs. The funds for these tasks were part of the $12,000 grant that was awarded for Toolkit Training and Option II purposes (ELLIS and an EL Endorsement scholarship). As noted earlier, significant upheaval in the district administration and staffing created a substantial challenge for implementing the district's grant plans. As of the writing of this report, the district had not provided a current budget nor any modified grant plans.

District: Kuna

Overall Enrollment: 4,847 **Percent LEP:** 2.4%

Common Non-English Language(s): Spanish, Southest Asian Languages, Russian

Grant Purpose: Toolkit Training on Curriculum, Leadership, Teams and Processes, Assessment, and Family and Community

Grade Levels Targeted: K-12

Total Grant Amount: $12,000 per year

Kuna sent teams from Reed Elementary, Kuna Middle School, and Kuna High School to Toolkit Training in the Summer of 2012 (Year 1). Participants received stipends for attendance and for time spent completing various data collection procedures to monitor the district's effectiveness at implementing the plans developed during training sessions.

In Year 2, Kuna provided continuing workshops and materials to support the Toolkit Modules they originally participated in. Of particular note, the follow up to the Effective Curriculum and Instruction module consisted of participation in Thinking Maps professional development. Thinking Maps are kind of visual

model to organize and support students' communication and reasoning. These models have begun to be used in Kuna classrooms and more members of the Kuna Option III team will participate in this workshop in Year 3 as part of their grant plans.

District: Melba

Overall Enrollment: 750 **Percent LEP:** 10%

Common Non-English Language(s): Spanish

Grant Purpose: Toolkit Training on Family and Community, Leadership, Curriculum and Instruction, Teams and Processes, and Assessment

Grade Levels Targeted: K-12

Total Grant Amount: $15,000 per year

Melba School District administered a survey to staff and district parents in 2011 and found that there was a significant need for improvement in the area of Family and Community Engagement. Additionally, four other Toolkit topics were selected based on a needs assessment (Leadership, Teams and Processes, Assessment, and Curriculum and Instruction). Using the Option III grant funds, Melba provided 3 full days of training in the Summer of 2012 and intended to continue to build in-district capacity in the remaining two years of the grant by sending a cohort group of carefully selected district staff to further training in Toolkit professional development. Unfortunately, district staffing underwent a sizeable change after Year 1 and Year 2 plans were not fully implemented due to the attrition of participants.

Recently, Melba district staff members developed a revised budget and modified grant plan to better meet their needs now that their new staff is in place. As of the writing of this report, the new budget and grant plan had not been reviewed by the grant evaluation team nor the State Department therefore Year 3 funds

have not yet been distributed. However, the district's plan to support the Curriculum and Instruction Toolkit Module with professional development workshops on the use of an innovative instructional tool referred to as Thinking Maps was well-received by the grant evaluators. The release of funds is likely imminent, provided the revised budget and plan description is deemed appropriate following a thorough review.

District: Shoshone

Overall Enrollment: 611 **Percent LEP:** 28.8%

Common Non-English Language(s): Spanish

Grant Purpose: Toolkit Training on Culture, Special Education and LEP, Family and Community, Curriculum, and Assessment

Grade Levels Targeted: K-12

Total Grant Amount: $15,000 per year

The Shoshone District offered stipends to 20 teachers, paraprofessionals, and district administrators (50% of staff) to attend Toolkit Training during the summer of 2012 and 2013. Other districts who were invited to attend sent an additional six participants from Jerome two from Mountain Home and one from Buhl for a total of 26 participants. The three days of professional development provided a basic review of EL terminology and basic RTI information from the 6 Toolkit modules including: demographics of ELs, newcomers, methodologies for ELs, coordinating with paraprofessionals, effective translating, RTI & PBS, linking curriculum & instruction, accommodations, and placement for EL students with disabilities. A survey conducted following the training indicated that all participants agreed or somewhat agreed that, "They had the information, resources, strategies and tools needed to meet the needs of EL students who may have a disability." While these are favorable survey results, discussion with the grant leaders and district staff indicated that while they found the information

presented to be informative, they were unsure how to use it in their classroom settings. They were unclear why the professional development included topics from so many different Toolkit modules and they were unsure what follow-up would look like.

Training in the summer of 2013 was attended by 16 returning and four new Shoshone staff members and four returning Jerome District teachers. One of the previous trainers returned with a new co-trainer. The training included the following topics: using ELP's in the classroom, an introduction to the new WIDA ELD standards, setting up sheltered instruction, incorporating "Can Do's" into lesson planning, ESL/instructional strategies, and writing lesson plans for language learners using IELA levels. The training took place over two days and Shoshone staff members were able to earn one credit. The response to the training was positive according to a participant survey. When asked, "Do you believe that you have the skills necessary to address a second language learner's needs?" 50% said yes prior to the training and 100% said yes after the training. Additional results were:

- 100% felt the Toolkit training met their expectations and would recommend this training to other Shoshone staff.
- 100% said they plan to attend the Toolkit training in the summer of 2014.
- 75% would like to include more training regarding LEP students with disabilities.

The 2013 training was focused more directly on lesson planning and instruction for English Learners with specific attention to the new ELD standards. Participants seemed more satisfied in year two compared to year one, perhaps because the training would be more applicable in the classroom. Also, the second year training was more engaging and interactive compared to the first year, which was more informational.

The Shoshone District shared the district-wide results of the IELA:

Following the first year of the Toolkit Enhancement Grant implementation, there was significant growth in language acquisition throughout the Shoshone School District. When comparing 90 returning LEP student IELA scores to the previous year, the 2013 IELA shows the following results:

- 4.9% improvement, from the previous year, for students who did not decline
- 5.5% improvement in gains, from the previous year, rather than maintaining
- 10.3 % improvement, from the previous year, in students who reached proficiency

Year 2 Evaluation: Descriptions, Qualitative Findings and Data Analysis

Option I: Co-teaching for Language Acquisition

In November of 2011, Kuna High School (KHS) in Kuna School District and Canyon Ridge High School (CRHS) in the Twin Falls School District were each awarded a 3-year $75, 000 grant to implement co-teaching. A basic explanation of the co-teaching model for language acquisition was described earlier in this report and a summary of the four co-teaching approaches can be found in Appendix B.

During the first year of the grant, awarded schools were expected to attend professional development on the co-teaching model in Colorado and Boise and to engage in collaborative meetings to learn about and plan for implementation in year two. Both schools actually began co-teaching in year one. Most of the teaching teams did not have time designated for co-planning and were at an early phase of co-teaching in the first year. However, this initial experience with co-teaching allowed the teams to move ahead quickly at the beginning of the second year with relationships and expectations already established. The following sections describe the co-teaching teams in each school with comments on their co-teaching relationship, their use of co-teaching models, and their implementation of effective strategies for English learners. Additional qualitative results follow, including a summary of findings from observations in co-taught classes and self-assessments based on a co-teaching rubric and participant testimonials. The final section reports quantitative results based on student achievement.

Kuna High School Co-teaching Teams

Biology, 9th grade: The biology teacher enthusiastically embraced the co-teaching partnership as a means of furthering his professional development by learning how to better serve struggling students. Prior to the grant, he had not

had any training on working with English learners; thus, he was very open to support from the EL specialist. His statement that, ""Co-teaching has dramatically changed how I teach all of my classes, not just the ones where I co-teach," indicates the powerful impact of the grant on teaching practices for this new teacher.

In year one, the EL specialist was still becoming familiar with the biology content and played a primarily supportive role. With a greater command of the content and more co-planning time in year two, she gradually took a more active teaching role during the second year. Both in and out of class, it was clear that the EL specialist and biology teacher had good camaraderie and were able to work together to support students. Supportive and parallel approaches to co-teaching were most often observed with some complementary co-teaching. While the biology teacher maintained the leading role in terms of directly teaching the content, the EL specialist took the lead when the lesson more directly focused on the language and literacy of science. This was an area in which the biology teacher felt the students benefitted, commenting that the final products of a required report were of higher quality and that all students completed the project for the first time.

Integrated Math, 9th grade: The math teacher and the EL specialist had worked together prior to the grant because of the math teacher's willingness to work with English learners. The opportunities provided by the grant, to better understand how to effectively co-teach and co-plan, led to a stronger collaborative relationship and greater parity for this team. Math had been a challenging subject area for the EL specialist as a student, so she frequently remarked on how much she was learning by co-teaching. As the EL specialist gained content knowledge, the math teacher encouraged her to take the lead more often. Reciprocally, the EL teacher shared approaches to reinforce vocabulary and to implement more interactive activities among the students.

From the perspective of the EL specialist, planning with the math teacher went very smoothly. Although the math teacher took the lead with the content, she consistently invited the EL specialist to contribute her ideas and approaches. Classroom observations indicated that both teachers gave clear, well-paced explanations and opportunities for practice. Although they encouraged students to talk through problems and activities, the students were reluctant to engage in discussion, and teacher talk was more dominant. Students' reluctance may have stemmed from their previous low achievement in mathematics. As one student expressed, "I just don't get math," also mentioning that her math teacher was "the best."

Language Arts, 9th grade:

The Language Arts teacher was asked to co-teach before the start of the second year to replace the social studies teacher who had been trained in co-teaching but was given a different teaching assignment. EL students, who previously would have been in a pull-out class for language arts, were placed in this co-taught section. The Language Arts teacher had not attended training the previous spring but joined the co-teaching group meetings and book study. She was a popular teacher who planned highly engaging activities and had great rapport with students. However, from a language learner's perspective, the pace of the class and her speech were fast. This was a concern for the EL specialist who found this co-teacher's rapid pace to also create a challenge during co-planning. The KHS principal noted that the English teacher was "struggling to relinquish control." This could have stemmed at least in part to her lack of co-teaching training and understanding of how this model of instruction should be implemented.

Canyon Ridge High School Co-teaching Teams

There were two EL specialists at Canyon Ridge High School because of the high number of English learners and their need for sheltered instruction. Most of the English learners at CRHS were refugees who had limited and interrupted

former schooling. For students who were at the earlier stages of language acquisition, separate classes were formed, while those at the intermediate stage could be part of a "blended" class with native English speakers. The issue of separating the students into sheltered classes was an on-going point of concern for the evaluators and the school staff, especially towards the end of the year when students' language skills had increased considerably. The need to transition students into blended classes at mid-semester was discussed with the co-teaching team. Descriptions of each co-teaching team follow.

EL Specialist 1

The first EL specialist was new to teaching in the first year of the grant. She was considered the best fit for the position due to her experience in co-teaching and work with refugee students while student teaching. She was in the process of completing a masters' degree in ESL. In March, this teacher took maternity leave and was replaced by another EL teacher who was new to the school. Despite the fact that the new teacher had not received training in co-teaching, he worked exceptionally well with his co-teachers and was implementing many co-teaching approaches in a relatively short time.

ELL English 1: This sheltered class had students from all grades who were at the Beginning and Advanced Beginning levels of language development. The English teacher and EL specialist had good rapport and used a team teaching approach early on, with each teacher taking turns instructing students. Observations indicated that instructional time was often spent on teaching language structures (grammar) or vocabulary. Students were occasionally given opportunities to interact with the content in pairs or small groups. The pace of the class sometimes seemed slow as teachers often explained vocabulary or clarified student responses. The strength of the class was the use of culturally relevant literature such as the book, Home of the Brave, that reflected some of the experiences and emotions the refugee students had experienced in coming to

the U.S. Another strength was that the teachers frequently connected the content to the students' lives.

Advanced ELL English: Students who had an Intermediate level of English Language Development were in this sheltered class. Co-teaching began in this class in the fall of 2011, but without knowledge of how to develop a strong relationship, the team initially struggled. By the end of the first year they were working together more seamlessly. In year two the team used a variety of co-teaching approaches and were among the first to increase visuals and to provide sentence stems to support students' oral language development.

ELL History, grade 10: The U.S. history teacher was enthusiastic about co-teaching. She had a casual, relaxed approach to teaching and her co-teacher adapted to her slower pace and added a focus on vocabulary. The strength of the class was the camaraderie among the students and teachers and the clear explanations of U.S. history, which was new content for the students. An adapted textbook was used, which seemed to fit the students' needs earlier in the year. However, by the end of the year the students' language skills had improved and both the level of rigor in the class and the fact that the students were not in classes with native English speakers became points of discussion.

Biology I, grade 10: The biology teacher, like the biology teacher in Kuna, had a career as a scientist prior to becoming a teacher. She was equally enthusiastic about enhancing her teaching skills. Her partnership with EL specialist 1 was developing, but the biology teacher continued to take the leading role. Observations indicated that many of the activities for students were engaging and visuals were often used. In discussions, the biology teacher brought up her concerns regarding the difficulty of the End of Course assessments for English learners. These assessments had been developed within the districts and all teachers were expected to use them. Although some changes were made to modify the tests, English learners often did poorly on them. Concern was also

raised that these assessments did not match what was expected on the new state assessment aligned with Idaho Core Standards.

EL Specialist 2

The second EL specialist had a Masters degree in ESL and was in his seventh year of teaching in the district. Because students knew him well from his ELD classes, they often went to him for help, either on their own or sent by their teachers.

ELL Math: There were two sections of ELL math to provide opportunities for the students to receive a second class of math with a small number of students in order to reinforce concepts and prepare them for the state achievement test (ISAT). The team consisted of an experienced math teacher and the EL specialist, who was comfortable with math concepts. In year one, this team began with the math teacher in the lead explaining concepts and the EL specialist supporting students as they worked through problems. This pattern gradually shifted during year two so that the EL specialist sometimes took the lead and was able to ask questions and clarify concepts as needed. Additionally, there was a remarkable change in the number of strategies used by the teachers to engage the learners in dialogue with each other and to use visual supports such as Thinking Maps, written instructions, posted vocabulary, and models. This team made the greatest shift in instruction and seemed to change the math teacher's attitude regarding the potential of co-teaching. She commented that she was using techniques she learned for supporting language learners in her other math classes for native English speakers.

Office Tech: This class was designated for co-teaching because it provided necessary skills for the students in using computers, yet there was a high failure rate. The Office Tech teacher attended training in the Spring of 2012 and was eager to co-teach. When co-teaching began in the fall, the curriculum had changed and direct instruction in the course was minimal; students spent most

of the time working through assignments on the computer. Most of the ELs were doing well and were able to get support from peers or the instructor. The EL specialist was helpful as an extra support person, but it was determined that a paraprofessional could fill this role and co-teaching was not appropriate for the class. The EL specialist was assigned to work with the Earth Science teacher the following term.

Earth Science, grade 9: Co-teaching began in this class in January, 2013. The science teacher had not attended previous trainings in co-teaching and a mutual co-planning time could not found. Thus, the EL specialist sat close to the English learners and explained concepts and assignments as needed or pulled them out of the class to work with them on class activities. The Earth Science teacher attended training in April and realized that the goal of co-teaching had not been met in his class.

Instructional Coach: With a Masters in ESL and trained in both SIOP and the Mentor Academy, this building leader was able to give ongoing support to instructors through monthly observations. She was also the grant leader, facilitating team meetings, data collection, and coordination with administrators.

Qualitative Results

Summary of Observations

Observations were conducted in every co-taught classroom at least three times during year two. Most observations were conducted by both evaluators and there was consistent agreement on the instructional patterns. The evaluators also accompanied two consultants from Cherry Creek, Colorado on visits to some classrooms and discussed findings with them. Tools used to record observational data were those suggested by consultants from Colorado. They included the "English Language Acquisition Checklist," "English Language Acquisition Co-teaching Look Fors," and an open ended "Walk Through Observation." A Sheltered Observation Protocol checklist, which detailed

expected instructional practices to support English learners, was often referred to as well.

Fall 2012

Similar patterns of instruction were found in the two schools during fall observations. Given the time to regularly co-plan lessons, teachers were moving away from an almost exclusive reliance on supportive co-teaching to using complementary, parallel, and team teaching more often. Relationships between teachers were professional, but there was some uncertainty about how to co-plan, as evidenced by the questions posed by Kuna High School teachers during a visit to the Cherry Creek School District in early October.

Some strategies to support language learners were evident, but both evaluators concluded that there was a need to increase the use of ELD strategies and the amount of student-to-student interaction through structured activities for students. Additionally, there were not enough visual supports for students such as word walls, graphic organizers, and other visuals. This feedback was shared with the co-teaching teams.

Spring 2013

Observations at Kuna High School in March revealed that a variety of co-teaching strategies were being implemented and parity had increased between the two teachers in each team. Regarding strategies for language learners, there was an obvious increase in the use of sheltered instruction approaches such as more visual supports, multiple versions of the content (i.e. video and text), demonstrations, clear explanations of activities, sometimes with written directions, and a focus on vocabulary. Additionally, the student-to-student talk that had been largely absent in the fall was evident in each observed class. The teachers were actively working towards improving student interaction, as some students were still reluctant to participate, especially in the math class. The following response to a suggestion from one of the evaluators reflects the

challenge the co-teachers faced to increase student interaction as well as their willingness to try new approaches.

"This is a terrific suggestion. We've been struggling for ways to create meaningful student interaction and create opportunities to talk like mathematicians. When I say struggling, in my case I mean literally. I tried something out last week that fell flat. The students actually tried, but were confused because it was too complicated. This idea is brilliant in its simplicity. This is certainly a strategy that would increase not only critical thinking, but create opportunities to develop mathematical language. We will definitely use it." EL Specialist KHS

While the EL specialist at Kuna High School could pinpoint progress made in equalizing her role in the math and science classes, her primary challenge was having greater parity with the English Language Arts teacher in planning and teaching. To address this issue, her goal for the next year was to co-teach the first class with her, thus avoiding a replication of a class pace that was more geared to native speakers. In addition, the English teacher participated in professional development on co-teaching in April 2013, which provided her a deeper understanding of co-teaching and co-planning techniques.

At Canyon Ridge High School, Spring 2013 classroom observations revealed growth in specific strategies designed to meet the needs of English learners. These were particularly apparent in ELL Math classes, Advanced ELL English, and Biology. A summary of feedback to CRHS on February 13, 2013 details effective instructional approaches that were observed:

Other aspects of sheltered instruction were also in place in different classes, including: clear content and language objectives, clearly written and displayed directions which were reviewed orally and re-read by students as they proceeded through their task, teachers rephrasing student responses, students actively applying concepts in a variety of ways, teachers providing wait time, teachers asking probing questions, such as "How do you know?", teachers

relating student background experiences to the content, use of Thinking Maps®, teachers using positive reinforcement and encouraging students, "Be brave. You can do it!" and teachers modeling what students are expected to do. Wow! Lots of great teaching is going on—keep it up and continue to keep the components of SIOP in mind while planning.

Most of the teachers seemed to become more open to feedback on instruction as they realized that implementing the suggested changes started to make a difference for students. For example, the teachers at CRHS at first seemed surprised when they were asked to increase student interaction and strategies for English learners. Yet by the next observation, both areas were improved and the math teacher noted that she didn't realize the visuals were so critical until she saw students using them in class. Her attitude towards feedback from the evaluators had shifted. A district ESL leader noted that it was helpful to have external feedback because there was a sense that it had a greater impact on motivating change than feedback from an instructional coach.

Similarly, teachers at KHS were sometimes nervous about classroom observations and surprised by some of the feedback. Discussion with them revealed that they were not accustomed to receiving detailed input regarding their instruction. Over time, they became more open, as noted in this e-mail response:

"We're so glad you had the opportunity to come in and observe our class again. You are always welcome! Also, thank you for sharing your ideas. We greatly appreciate all input and love to hear new ideas, especially as we move into a new higher-thinking model. Again, thanks for your support and guidance through this new teaching model. I'm excited to look at data and document the success of the program. I am truly glad to be a part of this team!" Math Teacher, KHS

In sum, observations not only allowed the mentor-evaluators a glimpse

into how instructional practices changed over time in the co-taught classes, but also provided some on-the-job professional development through dialogue. Teacher change was evident in their ability to address the needs of English learners. The following reflections reveal the impact of co-teaching on the teachers in their own words.

Reflections on Co-teaching

Testimonials regarding the impact of the program on the co-teachers revealed patterns of being challenged and growing as teachers. A typical comment was "For me, personally, getting to be part of the initial co-teaching instructional team has been one of the most rewarding experiences of my professional career. Co-teaching has been a challenging but also immensely rewarding endeavor." Another teacher stated, "It's hard work that's challenging academically, pedagogically, and interpersonally, but it's gratifying. I look forward to coming to work every day." The words "rewarding" and "growth" were used throughout the testimonials.

Co-teaching was transformative for EL specialists who noted the change from being isolated in a classroom as an ESL teacher to being integrated in the larger community of the school. EL specialists also learned the challenges English learners and content area teachers experienced first hand, which enabled them to work with the content teachers to design and deliver instruction that best fit students academic needs. In the co-teaching role, the EL specialist felt valued as compared to teaching in a pull-out model. "I wasn't fully utilizing my own education and preparation, and though I would discuss students' progress with content area teachers, we weren't working together in a way that would maximize our collective resources. That has all changed."

The EL specialists also favorably compared student participation and integration into mainstream content classes with the pullout ESL model where students received remedial instruction. Students were perceived as liking co-taught classes better than pull-out ELL classes that divided students into separate classes. Being in a co-taught class lowered the affective filter (barrier

between the learner and the language input often caused by anxiety) students may feel when mainstream classes seem too challenging. The reason for this is that the students knew they could ask for help from one of the teachers. Similarly, one of the principals noted how co-teaching positively affected students. "The biggest impact for me is seeing the level of engagement in the co-taught classes. It is so refreshing to walk into a classroom and see ELL students excited about participating in class. They feel comfortable, relaxed and are willing to step out of their comfort zone because they know they have the support of the co-teachers."

The sampling of comments in this section and throughout this report represent the positive reception of co-teaching for English learners in Idaho: professional growth for teachers, changes in teaching practices, inclusion of students and EL specialist into the school body, and EL students thriving in mainstream classes. Teachers and administrators involved in the grant efforts found it to be one of the most rewarding professional development opportunities they had experienced and recognized its impact on students as well. The rubric described next allows a more detailed look at which aspects of co-teaching were most fully implemented.

The Co-teaching Rubric: A Measure of Co-teaching Implementation

One tool used to measure implementation of co-teaching is the Co-Teaching Rubric. The tool is divided into two major parts with subsections in each. (A copy can be found in Appendix D.) School level factors relate to conditions that require the support of administrators to sustain a co-teaching approach. They include the areas of 1) **classroom placement** to ensure that ELs are correctly placed according to their needs, 2) **time** for teachers to co-plan and reflect, 3) **resources** allocated to support collaborative practices, and 4) **professional development** being provided. Instructional level factors were the responsibility of the co-teachers. They comprise the sub-areas of 1) **planning** on a regular basis, 2) implementation of **co-teaching** approaches with each teacher

having a substantive role, 3) **assessment** practices that are shared by both partners 4) **reflection**, and 5) **instruction**, which looks at whether co-teachers are providing rigorous and cognitively demanding instruction to foster language acquisition and access to the core curriculum.

This tool is primarily a self-assessment, with team members discussing each indicator and coming to a consensus on one of the four ratings: Not yet, Somewhat, Mostly, and Completely. As used in Cherry Creek, the consultants explained that they completed the rubric with the principal, EL specialist, and content teachers, asking for specific evidence to support the ratings. In Idaho, the rubric was completed more independently without the request for specific evidence to verify the ratings. From our perspective as evaluators, we agreed with the ratings of many factors. The primary area where we felt the districts scored themselves higher than warranted by our observations was the "instruction" subsection. Reasons for the difference in this area will be discussed after a summary of the results.

The results of the rubric in April of 2013 indicated a fairly strong level of implementation in both schools. Kuna High School had a percentage of implementation at 79%. Out of the 38 factors on the rubric there were 19 ratings of "completely", 14 ratings of "mostly", and 5 of "somewhat". Comparing the school level to instructional level factors revealed that the school level factors were implemented more fully. The lowest ratings were in the subsection "instruction".

Canyon Ridge High School's percentage of implementation was 62% at the end of the 2012-13 school year, which had increased from a Fall 2012 score of 22%. The breakdown of ratings was 5 "completely", 25 "mostly", 6 "somewhat" and 2 "not yet". The topics of "Planning" and "Assessment" received the two lowest scores. In those areas, the three indicators that addressed planning and assessing the "language" (as opposed to the content) of the lesson

were rated "somewhat." Kuna High School had also two of the same factors rated as "somewhat" as well.

The focus on "language" within the co-teaching rubric had recently been added by the Cherry Creek district in order to better align with newly adopted ELD standards. These new standards, referred to as WIDA ELD standards, were also adopted by the State of Idaho in 2012. The focus of the standards framework is for students to learn the language (words, sentence complexity, and discourse patterns) of each content area. This emphasis is a shift from the primary focus of sheltered instruction with its goal of providing English learners access to content. The WIDA ELD standards framework has a more balanced approach to teaching language and content together.

At the time the districts were completing the rubric in the spring, there was minimal understanding of the new standards among the co-teaching teams. However, one of the evaluators had received more in-depth training on the standards and understood that more complete knowledge of the WIDA framework and deeper implementation would be needed to reach the "Mostly" ratings in the instructional sub-area. The district teams did realize that there was a need to grow in this area and both schools set goals to work on language development within the content classes in the third year of the grant.

The rubrics provide further evidence that implementation of co-teaching had increased during the second year of the grant. This tool allows the co-teaching schools to monitor implementation over time and to keep track of which indicators most need attention. As co-teaching teams are added within each school, the percentage of implementation may fluctuate. School teams will measure their growth again during year three of the grant, thus allowing the team and the evaluators to notice patterns and areas that need attention.

In addition to the formal observations and the rubric results, the impact of the grant can be measured by some key events that took place during the 2012-2013 school year. A cultural event, recognition of the districts through

awards, and a list of the professional development activities described in the sections below shed light on the positive ramifications the grants had on these two schools.

Cultural Event at Canyon Ridge High School

The Twin Falls team originally wanted to have professional development in the area of culture for co-teaching participants. However, given the extensive amount of out-of-class time for co-teaching professional development, the team leaders focused resources for cultural learning on the whole school. This allowed student participation for both English learners and the mainstream students. John Bul Dau was invited to speak at a whole school assembly during International Week. He was one of the Lost Boys of the Sudan, forced to flee his village and eventually came to the U.S. as a refugee. His experiences are related in his memoir, God Grew Tired of Us, and a documentary by the same title. The assembly was viewed as a way to strengthen cultural understandings within the school and was well received by teachers and students.

While the impact of the grant on cultural understandings is difficult to measure, the following quote from the Instructional Coach summarizes her perspective of the integration of refugee students into mainstream classes and their place in the school.

"Our content teachers have developed a passion for serving refugee students and having the entire world, along with all the unique perspectives, in their classrooms. This enthusiasm in turn has literally brought about a vibrant, dynamic culture in our school regarding multiculturalism and globalism. I see ELLs participating in soccer, football, cheerleading, and even establishing a Nepali dance club. I see our entire student-body welcoming, cheering on, and celebrating our unique minority populations. I would argue that Canyon Ridge High School has the most accepting, celebratory environment that language learners could encounter in the entire state of Idaho."

ELD Awards

Both school districts were honored with awards in the Spring 2013 that were at least in part related to co-teaching. The EL specialist at Kuna High School was nominated by the grant administrator for the "Idaho Title III/LEP Teacher of the Year". She received the award and during her acceptance speech at the Title I Conference she thanked her administrator for her leadership related to ELD programming and the co-teaching grant in particular.

The EL specialist, after co-teaching with the Math teacher, noted her positive influence on students and suggested that they write letters, resulting in her being awarded the "Inspirational Teacher Award" sponsored by Smartsheet. In addition to the honor of the award, she received $5000 to spend on her classroom.

The Twin Falls School District received the "Idaho Title III/LEP Program of the Year". Accepting this award, the federal programs administrator specifically thanked the vision of the former Title III administrator for bringing co-teaching to the state and noted its impact on the district.

The Math teacher at Canyon Ridge High School was nominated for the Presidential Award for Excellence in Science and Mathematics Teaching (PAESMT) by one of the external mentors who worked primarily with math teachers. The nomination came after multiple classroom observations revealed that classroom instruction was rated highly on a variety of factors including student interaction, student engagement, English language development and high degrees of mathematical rigor. Finally, the co-teaching initiative was also featured in the local newspaper. A copy of the article is available from the following link:

http://magicvalley.com/news/local/teachers-team-up-for-english-language-learning/article_1a15e3f6-74d9-11e2-a725-001a4bcf887a.html

These awards are reflective of the strong level of dedication to English learners and the enthusiasm generated by the co-teaching model implementation that the grant supported.

Professional Development

The enhancement grant along with the state's Title III program provided numerous opportunities for professional development related to co-teaching for ELs, which are listed here:

Spring 2012:

- Co-teaching training in Boise by ELD leaders from Cherry Creek School District (2 days)
- On-site visits to schools in Cherry Creek, Colorado to observe co-teaching
- Book study in each school district: A Guide to Co-teaching by Villa, Thousand, and Nevin

Fall 2012:

- Workshop by Anne Beninghof, author of Co-Teaching that Works, in Colorado (1 day). KSD team had additional classroom visits and discussion with Cherry Creek leaders (1 day)
- Thinking Maps® training in Boise (2 days). Thinking Maps® are specific visual representations that are based on eight cognitive skills that can be used in all content areas and at all educational levels.
- Book study in KHS: Guide to Co-teaching by Villa, Thousand and Nevin
- Book study in CRHS: Meeting the Needs of S.L.I.F.E.: A Guide for Educators by Andrea DeCapua

Spring 2013:

- Co-teaching training for new teams provided at the Title One conference and in Kuna SD by Cherry Creek leaders. Follow-up training provided by M. Mulhern (mentor/evaluator) and KSD EL specialist. (2 days)

- Classroom observations, team discussions, completion of co-teaching rubric, and goal setting facilitated by Cherry Creek leaders in each district
- Book Study in KHS: Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understanding by Jeff Zwiers
- Book Study in CRHS: Building Academic Language: Essential Practices for Content Classrooms by Jeff Zwiers

Summer 2013:

- Thinking Maps Training of Trainers arranged by Kuna SD to build Idaho's capacity to provide training locally, attended by Twin Falls SD and other local districts (3 days)
- WIDA training: Although not part of the grant, many co-teachers attended this training that introduced the ELD standards recently adopted by the state of Idaho. Both Kuna and Twin Falls School Districts hosted trainings

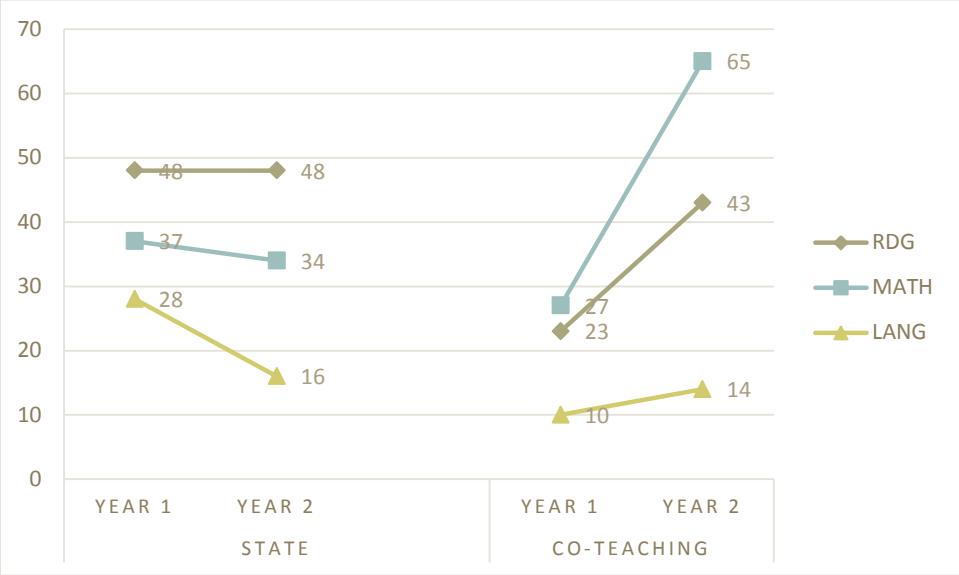
Quantitative Findings on Co-Teaching

In order to evaluate the effectiveness of the co-teaching model funded by the LEP Enhancement Grant, data from the Idaho Standardized Achievement Test (ISAT) and the Idaho English Language Assessment (IELA) were analyzed. Following is a summary of these analyses.

ISAT Results

As seen in Figure 1, LEP students from co-teaching classrooms showed an increase in their proficiency levels on Reading, Math and Language Grade 10 ISAT from 2012 to 2013. The Grade 10 tests were analyzed as they are the only available ISAT data that all high school students take in Idaho. The Idaho state average proficiency level for LEP students on these same tests, during the same time frame, remained essentially stagnant. This indicates that after a year of implementation, LEP students in co-teaching classrooms perform at a level greater than similar students did in the previous year whereas LEP students from around the state tend to perform at the same level from year to year on the Grade 10 ISAT. It is also important to note that students in Grade 10 in the co-teaching high schools performed well below the state LEP average in 2012 on all three tests, but their 2013 results were either only slightly below or well above the state average.

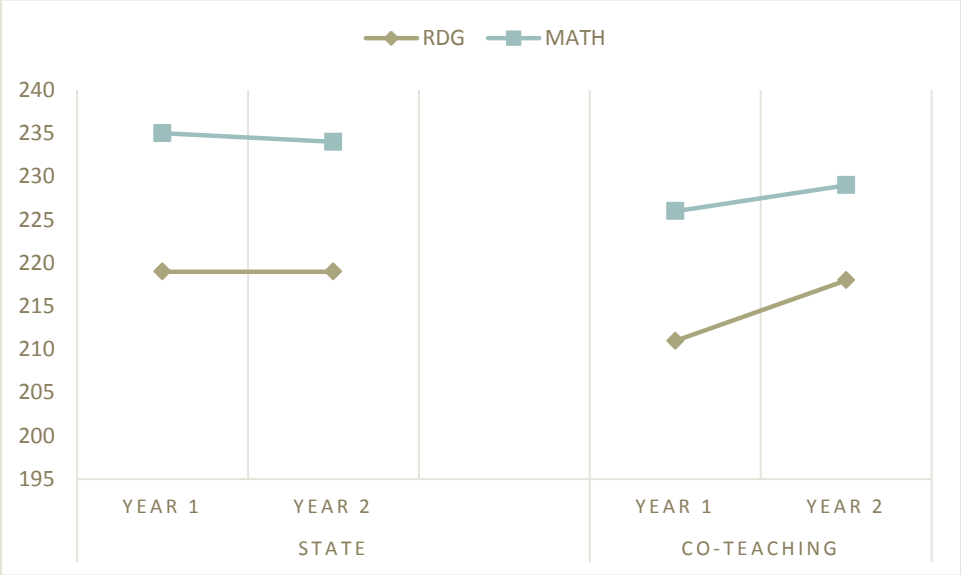
Figure 1. ISAT grade 10: LEP proficiency from year 1 to year 2.



In contrast to Figure 1, Figure 2 shows the average scale score (not proficiency level) from the Grade 10 ISAT Reading and Math. The ISAT Language data were not included in this analysis as the co-teaching sites did not have a great enough number of student scores available from the ISAT Grade 10 Language to determine an appropriate scale score for comparison.

Again, co-teaching LEP students showed increases in their average scale score while the state LEP average was either stagnant or declined slightly.

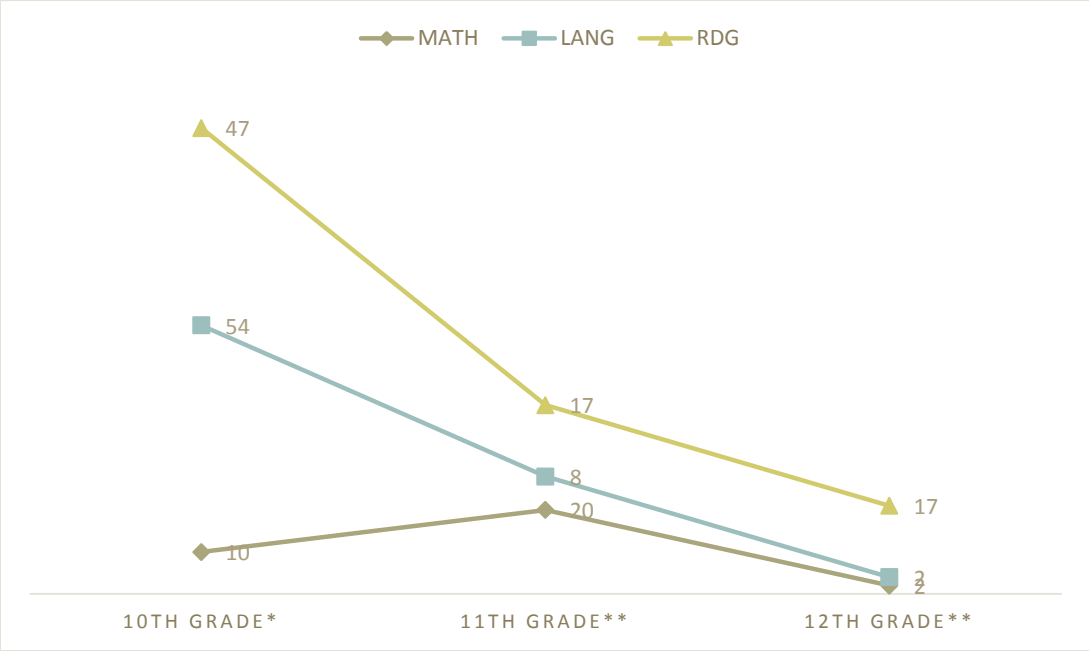
Figure 2. ISAT grade 10: Average scale score from year 1 to year 2.



To further analyze the effects of co-teaching on ISAT performance, the gap between LEP students' ISAT proficiency and non-LEP students' ISAT proficiency at co-teaching sites were analyzed. Figure 3 shows the gap decreasing as students increase in grade level. This helps demonstrate that LEP students at co-teaching sites gradually close their performance gap with non-LEP students as they participate in co-teaching classrooms. LEP students in Grade 10 had only one year of co-teaching and whereas LEP students in Grades 11-12 had a significantly smaller gap compared to non-LEP students. This is explained by two phenomena. First, all students take the Grade 10 ISAT in 10th grade but only students who were not proficient as 10th graders continue to take the test in 11th and 12th grades. Secondly, LEP students in co-teaching classrooms begin to perform at a level similar to their non-LEP peers as they participate longer in co-taught courses. It is important to note the two co-teaching sites (Canyon Ridge High School and Kuna High School) serve LEP students who either arrive at school with limited school experience prior to high school due to their refugee status (Canyon Ridge) or have not been in the district for more than a short time to receive LEP services (Kuna). In many cases, these LEP students have rarely

participated in the kind of high quality programs available at these two high schools until they complete their first year at either Canyon Ridge or Kuna High.

Figure 3. Proficiency gap between LEP and non-LEP: Co-teaching schools.

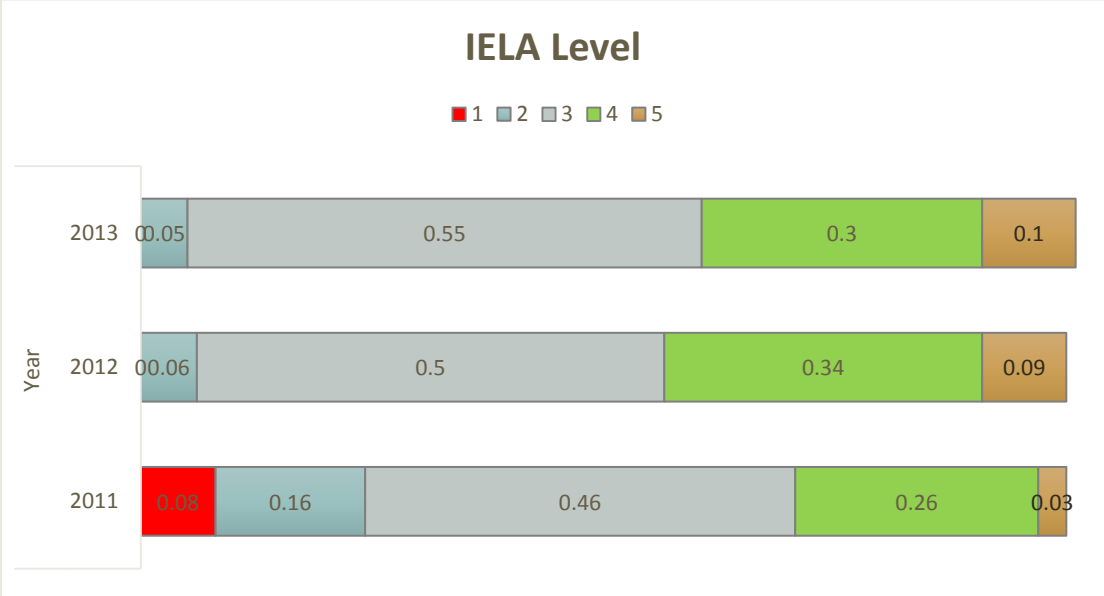


IELA Results

The Idaho English Language Assessment provides a rating of students' English proficiency from Level 1-5 with 5 being fluent in English language.

Figure 4 provides the IELA results for the two co-teaching schools from 2011, the year prior to the grant, through 2013, which encompasses Year 2. Results are presented as proportions of the total LEP student enrollment at the two schools. Students in co-taught classrooms notably increased their IELA levels during this three-year period. By 2013 there are no students at Level 1 of English fluency as well as a total of 40% of students testing as either Level 4 or 5, which indicates English fluency.

Figure 4. Proportion of IELA levels: Co-teaching schools 2011-2013



Conclusions about Co-teaching Enhancement Grants

The amount of qualitative and quantitative data collected and analyzed regarding co-teaching for English learners in two Idaho high schools was extensive. Yet all of it indicates positive trends of implementation and positive achievement results for students. The enthusiasm for co-teaching during a time when teachers were also addressing changes in state standards speaks to the value of a model that *includes* rather than excludes students from mainstream classrooms. Providing students access to both content knowledge and language development through an on-the-job professional development model has shown itself to be a win-win situation for both teachers and students. Piloting the co-teaching approach as a grant option has resulted in pedagogical shifts that have not been seen in previous grant cycles.

While the challenge of maintaining high quality instruction through co-teaching exists, these grants have built a capacity of trained co-teachers who will be able to mentor new co-teachers. Both KHS and CRHS are willing to become model schools so that other districts can replicate their approach. Understandings of the new ELD standards support the direction towards co-planning and co-

teaching in the ESL field. At the same time, both sites have additional work ahead to learn how to integrate Idaho Core Standards and the WIDA ELD framework into co-teaching. The third year of the grant cycle will provide evidence of how new co-teaching teams fare, given that they will receive less structured professional development from the state and more from their peers. On-going monitoring and support of the co-teaching model will likely be critical to maintenance and growth in the future.

Option II Data Analysis: LEP Programming Enhancement

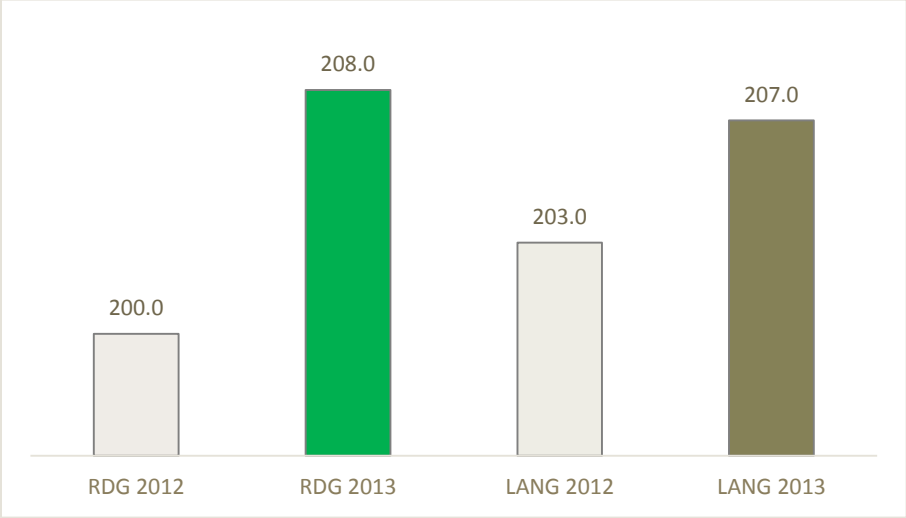
Several grant awards for Option II went to program enhancements that were unique and could not be combined with other districts for quantitative analysis. Qualitative evidence supporting these grant activities are provided in the profiles of each school/district in the previous section "Grant Awardee Profiles". However, these grants are few in number compared to the most common Option II grant purchase; licenses for the supplemental, computer-based curricular program Imagine Learning.

This section documents the measureable results for these grants after completion of Year 2 for schools using Imagine Learning. While Imagine Learning licenses were offered to a small number of middle and high school students, their numbers are too small to generate adequate analyses for this report. The number of licenses going to the elementary grades was much higher and therefore the data analyzed and presented in this section focus on grades K-5.

ISAT Results: Option II Imagine Learning

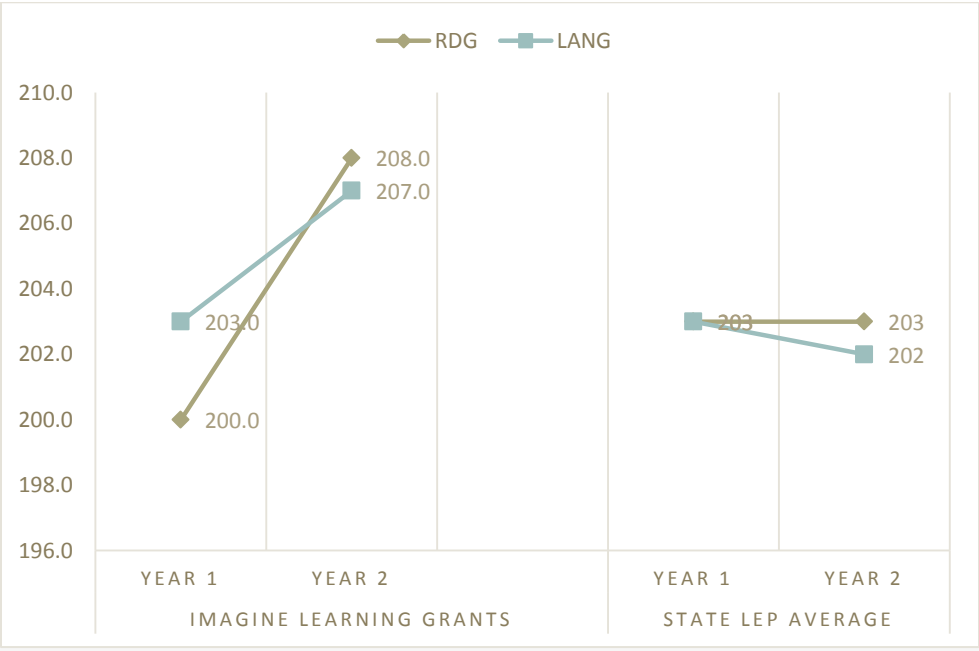
ISAT results were analyzed for only students who used Imagine Learning from 2012 to 2013 and also had complete ISAT scores for Reading and Language during the same time period. In Figure 5 the ISAT growth of students using Imagine Learning is presented. Figure 5 shows that students increased their average scale score by 8 points on the Reading ISAT from 2012 (the first year of the grant) to 2013 (Year 2 of the grant and the first full year of implementation of the Imagine Learning program) and by 4 points on the Language ISAT.

Figure 5. ISAT growth: Reading and Language grades 3-5 for 2012-13



In Figure 6, the growth in scale scores from students using Imagine Learning is compared to the state LEP average during the same time period. It is notable that the students using Imagine Learning increased their Reading and Language ISAT scores while the average LEP student scores from around the state either declined or remained stagnant.

Figure 6. ISAT Reading and Language growth: Imagine Learning compared to state LEP average scores for grades 3-5 2012-2013.



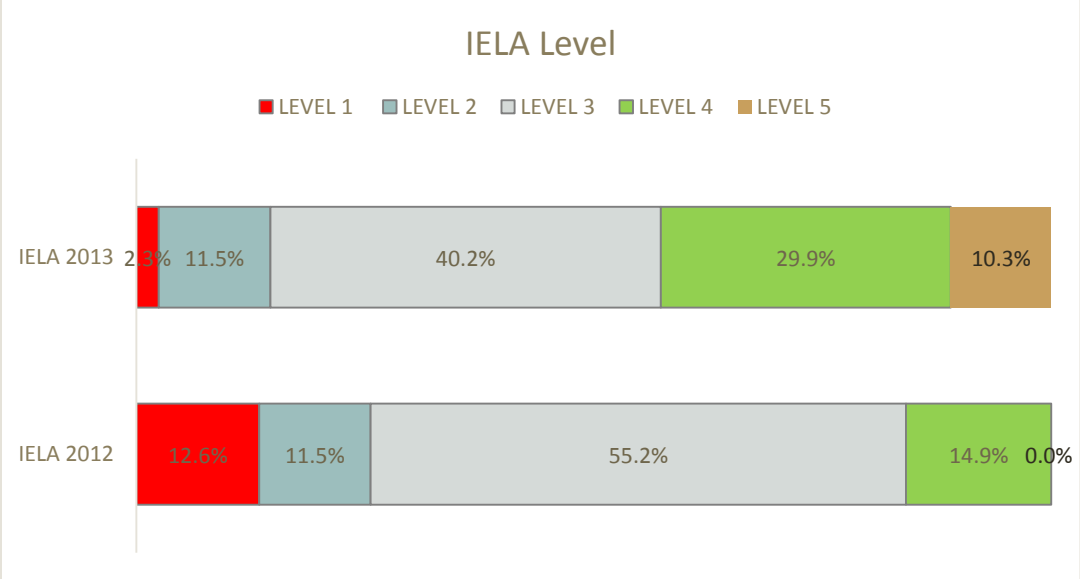
A paired sample t-test revealed the changes in ISAT scores from Imagine Learning sites as presented in Fig. 5 and 6 were statistically significant for both Reading, $t(86)= 6.18$, $p < .001$ and Language, $t(86)= 5.75$, $p < .001$.

IELA Results: Option II Imagine Learning

Students took the IELA test at all grade levels as opposed to the ISAT, which is only administered to grades 3-8 and 10. Therefore, the IELA results provide a measure of the impact of the Imagine Learning on students' English language fluency from a larger sample size than the associated ISAT results. Students with IELA results from 2012 and 2013 were aggregated into a large sample for the analyses in this section.

Figure 7 shows the proportion of IELA levels for 2012 and 2013 from schools using Imagine Learning and documents the substantial increases in higher levels of English fluency during this time period. These results are highlighted by the ~25% increase in students achieving a Level 4 or 5 on the IELA after one year of using Imagine Learning to supplement their core English language development program.

Figure 7. IELA level growth: Imagine Learning grants 2012 to 2013.



A paired sample t-test revealed the changes in IELA levels presented in Fig. 7 to be statistically significant, $t(186)= 6.52$, $p < .001$.

Taft Elementary Summer School Program

Taft Elementary utilized Option II funding for not only Imagine Learning but to offer an extended day summer school program for their LEP students. During this extended day, LEP students attended typical summer school activities but also had time allotted to use Imagine Learning. To analyze the effectiveness of this unique use of Imagine Learning, Taft teachers administered a phonics survey and a reading fluency measure at the end of the 2011-12 school year (Spring 2012 and the beginning of the 2012-13 school year (Fall 2012).

Figures 8 and 9 provide the average scores for students during these two testing administrations. It appears that phonemic skills and reading fluency increased over the summer break in which Taft's LEP students participated in the extended day program using Imagine Learning.

Figure 8. Phonics survey results: Taft elementary.

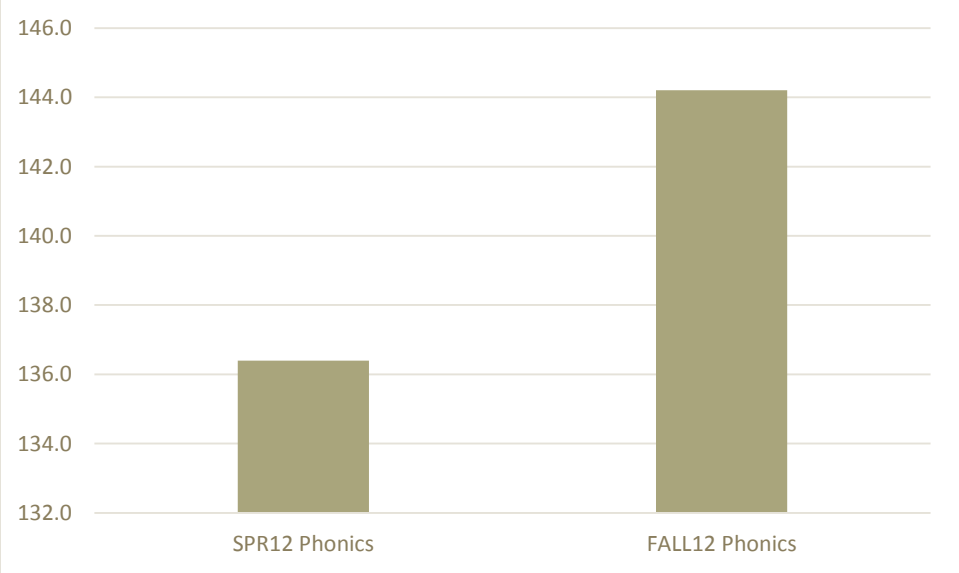
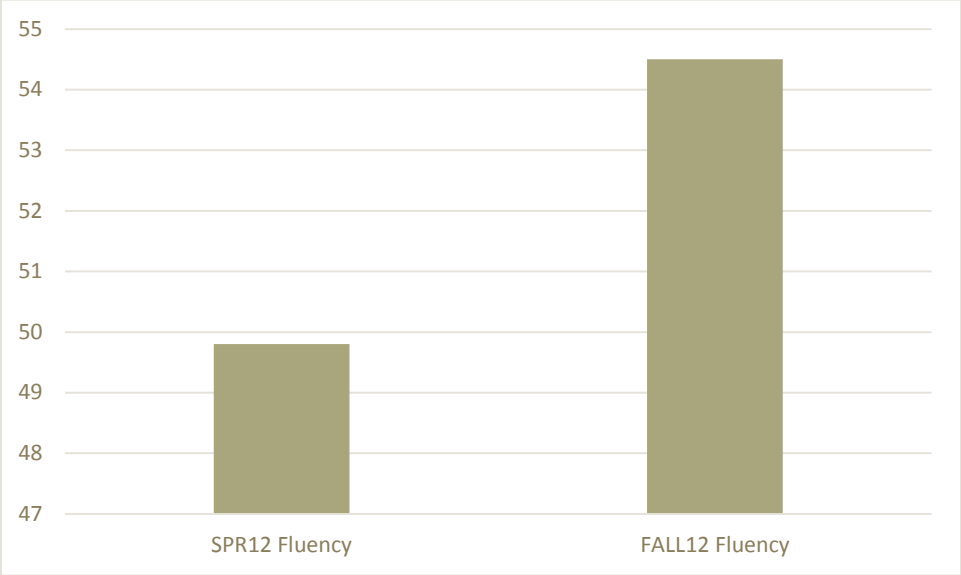


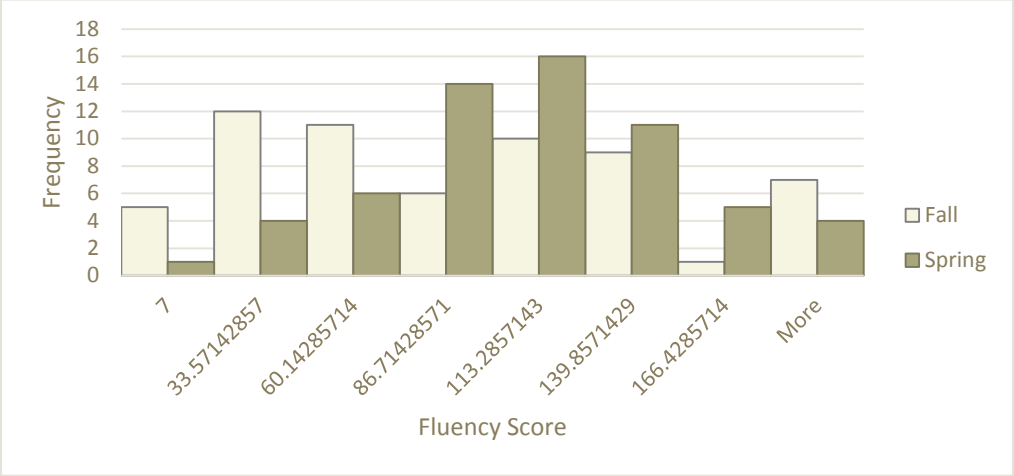
Figure 9. Reading fluency results: Taft elementary.



A paired sample t-test indicated the gains in phonics to not be statistically significant, t (33) = 1.65, p =.108 but the gains in reading fluency were found to be, t (33) = 3.2, p =.003.

Taft teachers also administered a Curriculum Based Measure (CBM) test of reading fluency throughout the 2012-13 school year to evaluate the ongoing changes in LEP students' reading proficiency. The reading fluency CBM described here tested the number of words read correctly in one minute by students. In Figure 10, the frequencies of scores from the beginning of Year 2 (Fall 2012) and again at the end (Spring 2013) are shown as a histogram. The horizontal axis (x-axis) graphs the words per minute read and the vertical axis (y-axis) graphs the frequency of scores for each range of words per minute. The Fall 2012 scores were concentrated in the lower words per minute range and it is notable that the scores shift substantially to many more students achieving greater words per minute scores in Spring 2012.

Figure 10. Taft grades 3-6 CBM scores: Fall to spring.



The gains on CBM reading fluency tests presented in Fig. 10 were statistically significant, t (60) = 14.35, p <.001.

Evidence from Taft Elementary as well as other sites using Imagine Learning as a supplemental curricular enhancement to their core LEP programming indicate that the students do achieve at a higher rate on the ISAT, IELA and various measures of reading proficiency.

Option III: Idaho Toolkit Training Analysis

Due to the fact that the grant awardees using their funds for Option III: Idaho Toolkit Training implemented their grants in many different ways as well as the need to evaluate their progress and implementation qualitatively, the descriptions of Option III grants can be found individually in the earlier section of this report entitled "Grant Awardee Profiles."

Two important finding from the evaluation team regarding Option III were that districts struggled to implement follow-up for their Toolkit Training nor were they able to collect measureable data to evaluate their grant's progress. As of the writing of this report, the Idaho Toolkit Training modules have been converted to *webinars* (electronic, narrated slideshows viewable online) by the Idaho State Department of Education Title III department. In the opinion of the grant evaluators this is an ideal delivery method for Toolkit Trainings as they are currently constructed. There are opportunities to examine multiple methods of follow-up related to the Toolkit that should be considered when the timing and nature of possible funding options are appropriate.

Final Conclusions and Recommendations: Year 2

Co-Teaching: Option I

- Co-teaching grants produced the most robust findings and the model permeated the culture of two secondary schools. The co-teaching model appears a promising approach to the meet the needs of LEP students as evidenced by the fact the following:
    - LEP students in classrooms taught using the co-teaching model (funded through Grant Option I) performed at a greater level as measured by the Idaho Standardized Achievement Test (ISAT) than the state average for LEP students in Reading, Language and Mathematics by the end of Year 2. These students also narrowed their achievement gap with non-LEP students within their schools.
    - LEP students in co-taught classrooms increased the percentage students scoring as fluent in English language as measured by the Idaho English Language Assessment (IELA) by the end of Year 2.

Imagine Learning: Option II

- LEP students using electronic language arts development programs (e.g. Imagine Learning) purchased with Grant Option II funds performed at a greater level on both the Reading and Language ISAT than the state LEP average.
- The proportion of students with complete data sets from both the ISAT and IELA test who also utilized Imagine Learning (purchased with Grant Option II funds) was less than 40% of the total number of Imagine Learning licenses purchased. This was due to student-mobility. If future grant options are designed to allow for the purchase of Imagine Learning, it is the recommendation of the evaluation team to reduce the amount of

each grant but increase the quantity of available grants. This will require districts to prioritize the students who use the licenses to those students they will work with the most intensively and reduce the number of licenses going unused due to student mobility.

Toolkit Training: Option III

- The Toolkit Training option was not a popular choice for the districts receiving Option III grants. The districts found that the quality of the professional development sessions was inconsistent and participating district staff did not always utilize the information presented. Districts using Grant Option III funds for Toolkit training were also unable to provide measureable data to indicate grant progress. Follow-up related to the Toolkit training was found to be inconsistent and minimal. At the time of this report's writing the Idaho State Department/Title III division has already made changes to the delivery method for the Toolkit Training and has determined that Toolkit Training is not an ideal use of grant funds in future grant cycles.

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Appendix A

Participant's Self-Reflection Tool

Indicators of an Effective and Efficient Process for English Learners Who May Have a Disability

□ *Administrator*	□ *Special Educator*	□ *ELL Educator*	□ *District Staff*	□ *Gen. Ed. Teacher*	□ *Other (specify)*

School Response to Intervention (RTI) **English Learners Success Indicators**		**Level of Implementation**			
		Below Basic	**Basic**	**Proficient**	**Advanced**
LEADERSHIP					
A. Support for RTI					
L1	The principal provides resources of staff, time, and materials to support the RTI process.				
L2	The principal provides managerial leadership for a multi-tier model for focused academic and discipline/student management processes.				
L3	The principal provides clear direction for assessment strategies, including determination for universal screening.				
L4	The principal participates actively with the RTI Team.				
L5	The principal keeps a focus on instructional improvement and student learning outcomes.				
L6	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.				
B. Quality Assurance					

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
		Below Basic	Basic	Proficient	Advanced
L7	The principal routinely monitors the fidelity of ongoing RTI implementation.				
L8	The principal systematically assesses RTI fidelity at least twice a year and prepares a summary report of findings and recommendations.				
L9	The principal monitors curriculum and classroom instruction regularly.				
C. Professional Development (Leadership)					
L10	The principal ensures that all staff receive ongoing RTI training.				
L11	The principal participates in ongoing RTI training.				
L12	Staff development for RTI is built into the school schedule for support staff as well as classroom teachers.				
L13	New staff members are trained and included in the RTI process.				
TEAMS and PROCESSES					
A. RTI Team Structure					
T1	The RTI Team includes a core membership of teachers and professional staff with various roles and expertise to provide critical input to the process.				
T2	The RTI Team meets regularly and for a sufficient amount of time to conduct the business of the team.				
T3	The RTI team operates with agendas and minutes for their meetings, and these documents are maintained in a file by				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
		Below Basic	Basic	Proficient	Advanced
	a person designated by the team and also by the principal.				
T4	All core members consistently attend team meetings.				
T5	The RTI Team meetings include additional people with pertinent information about a particular student under review, such as parents, referring teacher, speech-language pathologist, gifted/talented, Title I, English learning.				
B. RTI Team Resources					
T6	The RTI Team has inventoried schoolwide resources and created a resource map that it uses in team interventions.				
T7	The RTI Team has inventoried community resources and created a resource map that it uses in team interventions.				
T8	The RTI Team regularly updates its resource maps.				
T9	The RTI Team maintains a list of RTI-related resources to access beyond the school for consultation, advice, support.				
C. RTI Team Functions					
T10	The RTI Team focuses on student outcomes rather than eligibility for special education services.				
T11	The RTI Team creates an atmosphere in which the referring teacher feels welcomed and supported.				
T12	The RTI Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving.				
D. The Referral and Intervention Process					

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
		Below Basic	Basic	Proficient	Advanced
1. Identify and Define					
T13	The RTI Team receives referrals from teams, teachers, other staff, and parents about a student or group of students whose academic progress and/or behavior suggests a possible need for intervention.				
T14	The RTI Team collects background and baseline data on the referred student(s) to be used at the initial intervention meeting.				
T15	The RTI Team defines the specific area of need(s) based on the data collected.				
2. Analyze for Causes					
T16	The RTI Team considers a variety of data sources in determining the cause of the problem and if an intervention is necessary.				
T17	The RTI Team considers a variety of data sources in determining whether the situation calls for a standard treatment protocol or individual problem solving.				
3. Develop a Plan					
T18	The RTI Team sets clear, objective, measureable goals for student progress in the student's Individual Intervention Plan.				
T19	The Individual Intervention Plan includes specific tasks, persons responsible, and timelines for completion.				
4. Implement and Monitor the Plan					
T20	The RTI Team documents the quality of the implementation of the Individual Intervention Plan to				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
		Below Basic	Basic	Proficient	Advanced
	assure intervention integrity.				
T21	The RTI Team holds follow-up meetings with the referring teacher and parents to review student progress and judge whether the intervention is effective.				
5. Evaluate and Adjust the Plan					
T22	The RTI Team, at key decision points, determines the degree to which the intervention has been adequately executed to evaluate its effectiveness.				
T23	The RTI Team, at key decision points, determines whether the intervention should be continued, adjusted, or terminated.				
ASSESSMENT					
A. Information Systems					
A1	The school maintains a current inventory of selected screening measures, diagnostic assessments, progress monitoring assessments and tools, and outcome assessments.				
A2	A data management system is in place with technology support, as needed, to provide the Problem Solving Team, teachers, and professional staff with timely information on each student.				
A3	Data included in the management system are data collected from a variety of sources; i.e. academic, medical, developmental, vision/hearing, familial/cultural, curriculum-based measures, parent and student interviews, and behavioral and classroom management				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
		Below Basic	Basic	Proficient	Advanced
	data.				
B. Screenings					
A4	A written universal screening system plan is in place and used by the school to assess the academic and behavioral strengths and needs of all students.				
A5	Screening assessments are conducted three or four times a year.				
A6	The school's teams (Leadership, Instructional, RTI, for example) each meet to examine the building-wide data after each screening to consider core effectiveness and instructional groups.				
C. Diagnostic Assessments					
A7	Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs.				
D. Progress Monitoring					
A8	Progress monitoring data are sufficiently designed and collected to make clear decisions about the effectiveness of an intervention.				
A9	Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.				
A10	Progress monitoring assessments are conducted monthly for those receiving supplemental instruction (as Tier 2) and weekly or bi-weekly for those receiving intensive instruction.				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
		Below Basic	Basic	Proficient	Advanced
A11	The RTI Team bases decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the multi-tiered process.				
E. Professional Development (Assessment)					
A12	School staff receive ongoing professional development on all assessments and assessment procedures.				
FAMILY AND COMMUNITY ENGAGEMENT					
FC1	Parents are informed of the RTI process, and it is made clear that the process is not intended to delay referral for special education evaluation.				
FC2	Parents are informed of the RTI process and intervention options available for their child before interventions are implemented.				
FC3	Written information is given to parents at Tier 2 that addresses the concerns and needs of students who show emerging deficits.				
FC4	Information is gathered from parents about how the child functions in a variety of settings (e.g., family and home, childcare, community activities).				
FC5	Parent and student interviews are conducted covering the child's history and any significant events occurring in the life of the child or the family.				
FC6	Individualized Intervention Plans address the family culture and resources available to the child.				
FC7	Community resources (individuals, organizations, programs) are included in Intervention Plans when				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
		Below Basic	Basic	Proficient	Advanced
	appropriate.				
CURRICULUM AND INSTRUCTION					
A. Curriculum					
CI1	The school maintains an official document that clearly defines the curriculum and instruction for each of three tiers in reading, mathematics, written language, and social behavior.				
CI2	All teachers are guided by an evidence-based core curriculum.				
CI3	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.				
B. Instruction					
CI4	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.				
CI5	All teachers assign learning tasks using varied formats such as auditory, visual, motor, and hands-on for all students.				
CI6	Units of instruction include standards-based objectives and criteria for mastery.				
CI7	All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).				
CI8	All teachers have access to evidence-based instructional interventions for students identified at risk (Tier 2).				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
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CI9	All teachers have access to evidence-based instructional enhancements for students identified as achieving above the general class level.				
CI10	School staff receive ongoing professional development on the subject content they are expected to teach.				
CI11	School staff receive ongoing professional development on instructional methodology for the programs they are expected to teach.				
CI12	School staff receive ongoing professional development on social behavior and classroom management strategies for the programs they are expected to teach.				
ENGLISH LEARNERS WHO MAY HAVE A DISABILITY					
A. Key Components of a Systemic Educational Approach					
E1	The district has a systematic process for the identification, assessment, placement, services, and reclassification of English learners.				
E2	The unique language, culture, and learning styles of all students are honored and valued.				
E3	Individual needs of students are met through collaborative processes involving parents, teachers, related service personnel, other school staff, and administrators.				
E4	Appropriate and valid assessments (with interpreters as needed) are aligned with State and local standards and take into account stages of language acquisition.				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
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E5	Targeted instructional strategies and interventions are implemented to enhance learning and make content comprehensible for all students.				
E6	All students are held to high standards and expectations.				
E7	A variety of measurement tools and strategies contribute to accountability and guide instruction and program planning.				
E8	There is a comprehensive professional development plan in place to enhance the ability of educators to understand issues of culture, language proficiency, differentiated instruction, and appropriate practices.				
E9	Policies and practices support family involvement and participation in all aspects of the student's educational program.				
B. Identification of English Learners					
E10	Use of Home Language Surveys (HLS) is consistent for all children entering the district.				
E11	Trained interpreters are used effectively when needed.				
E12	**HLS provides information needed to make a decision regarding assessment of English language proficiency.**				
E13	**District criteria are clear as to eligibility for ELA services and supports.**				
E14	The district has a plan for completing all accountability requirements associated with HLS.				
C. Assessment to Determine the Need for LEP Services					
E15	Appropriate tests are used to determine levels of English proficiency in listening, speaking, reading, and writing.				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
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E16	Information is used to plan access to academic content and English proficiency.				
E17	Accountability processes are written and in place for maintaining information, periodic re-administration, and communication of results to all concerned.				
E18	Professional development is provided for appropriate uses of language proficiency assessment tools and procedures.				
D. Providing Services for Students who are Limited English Proficient (LEP)					
E19	**The district has a written plan describing what supports are available for qualified English learners.**				
E20	**Classroom teachers and EL staff collaborate to teach content and English language acquisition.**				
E21	**Instructional strategies are research-based.**				
E22	**Students' progress is measured and aligned with ELD standards.**				
E23	**The district/building professional development plan includes development of skills and credentials needed.**				
E24	**Exit criteria are established and adhered to.**				
E. Special Education Process					
E25	Parent rights and other forms are explained (with trained interpreter as needed/requested) and appropriate permissions are obtained.				
E26	There is evidence that the student has had appropriate content and language acquisition instruction of sufficient intensity and duration to expect progress in the classroom before special education eligibility is determined.				

School Response to Intervention (RTI) English Learners Success Indicators		Level of Implementation			
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E27	A multidisciplinary team of qualified staff uses assessment methods and materials that minimize cultural/linguistic bias, determine eligibility, and develop an IEP.				
E28	Parents, administrators, EL professionals, SPED professionals, interpreter if needed, general education teachers, and possibly others are involved in the identification-IEP process.				
E29	Determination of eligibility made after determining that: 1) the student has received appropriate instruction and supports, 2) the student's language proficiency and cultural experience are not the cause of difficulties with learning, 3) the student exhibits a disability, and 4) requires specialized instruction and services to benefit from general education in the Least Restrictive Environment (LRE).				
E30	An appropriate IEP is developed identifying collaborative services and supports.				
E31	The language acquisition needs of students are considered and coordinated as part of the IEP.				
E32	There is ongoing communication with the family (using an interpreter if needed).				
E33	The student's progress is monitored continuously and planning reflects the results of monitoring.				
E34	School teams understand the history, research, and legal requirements related to ELs.				

Appendix B

Explanation of Co-teaching

Co-teaching is two or more professionals working together in the same classroom where both teachers are responsible for planning, instruction, and evaluation (Villa, Thousand, & Nevin, 2008). When co-teaching is used to address the needs of English learners, a certified EL teacher partners with a certified K-12 teacher to teach at least one content area on a regular basis. This approach can be contrasted with the most typical format for meeting the language acquisition needs of English learners, "pullout instruction", where students leave their mainstream classroom and are instructed separately by an ESL teacher or a paraprofessional. In addition to increasing academic achievement, the co-teaching model offers other benefits. Because of the close partnering of an EL teacher and a classroom teacher, the mainstream teacher learns how to better meet the needs of English learners. Many Idaho school districts have been struggling with finding ways to not only provide professional development for teachers but to follow through on implementation of appropriate strategies. In co-taught classrooms, the EL teacher gains experience and insight into the language and content demands ELs face in their classes and is better able to support language learning by partnering with classroom teachers. The students benefit by having the expertise of two teachers and by being integrated with their native English speaking peers in most cases. (Mulhern & Strother, 2012).

Four approaches to co-teaching

Professional development on the co-teaching model in Idaho introduced four co-teaching approaches as presented by Villa, Thousand & Nevin (2008) in their book, A Guide to Co-Teaching. **Supportive teaching** occurs when one teacher has the primary responsibility of delivering the lesson, while the other teacher does something to complement or enhance the lesson. This approach is often dominant with teams who are just starting to co-teach and may occur

when there is a lack of co-planning. In **parallel teaching** each teacher works with a different group of students at the same time. This is an effective approach to reach the specific needs of students or to lower the student-to-teacher ratio. The third approach is **complementary teaching**. In this scenario, both teachers share in the delivery of the information in different ways. For example, one teacher may be explaining a concept while the other teacher is drawing a visual representation. **Team teaching** occurs when both co-teachers share full responsibility for planning, teaching, and assessing students. Equity and parity is most obvious when teachers use this approach. No one approach is better than another; rather there are different rationales for using each one. Co-teachers need to plan delivery of instruction and make joint decisions about which approach would be most effective given the content and the goals of instruction.

Appendix C

Example of Feedback Provided to Co-teachers at CRHS

To: Canyon Ridge High School Co-teaching team members

From: Margaret Mulhern

Date: February 13, 2012

Thank you for the opportunity to visit your classes on Monday. It is always motivating to be in classrooms where dedicated teachers and students are working together and a true joy for learning is apparent. I will share here some thoughts reflecting on what I saw throughout the day and some suggestions on moving forward to fully support the language and content acquisition of your students.

Throughout the day there was a noticeable difference in the amount of student interaction that was taking place since Sam Strother and I last visited. Students had a variety of opportunities to try out the language and seemed comfortable taking risks. Continue to try out different size groups, tasks, and composition of the groups to determine what is most effective with the students in each class.

Other aspects of sheltered instruction were also in place in different classes, including: clear content and language objectives, clearly written and displayed directions which were reviewed orally and re-read by students as they proceeded through their task, teachers rephrasing student responses, students actively applying concepts in a variety of ways, teachers providing wait time, teachers asking probing questions, "How do you know?" teachers relating student background experiences to the content, use of thinking maps, teachers using positive reinforcement and encouraging students, "Be brave. You can do it!" and teachers modeling what students are expected to do. Wow! Lots of great

teaching is going on—keep it up and continue to keep the components of SIOP in mind while planning.

Several of the classes were working on key content area vocabulary. Clearly this is essential for all students to acquire the content and the language of the discipline. At the same time, English learners need a substantial amount of **academic language expressions.** (See Zwiers chapter 4 for examples in each content area.) Consider what "chunks of language" would allow students to engage in conversation about the topic. Some of these expressions or "mortar" words need as much attention as the "brick" words. Examples might be "I notice that…" "I think _____ because…" "We need to figure out …" "The reason for _____ is…" These expressions will differ across the content areas and will also need to be appropriate for the developmental language level of the students. Even if you are teaching a blended class with native speakers, these expressions will enhance the academic language development of all the students.

Moving from class to class with the students I noticed that the amount of new vocabulary may be too much at one time, so consider introducing fewer words at a time or selecting only the most relevant words needed for the unit. I would also encourage making both the new words and academic expressions visible to students during the unit. Posting on the walls is one option but other methods could be effective too—a list of key words and phrases in a sheet protector or discussion cards. (See Zwiers book for more ideas.)

Just as you want to provide support for academic talk in the classroom, the same or similar supports should be available to students for literacy tasks. What resources can students draw upon so they can take notes, write a paragraph, essay, etc.? Beginning students will need more structure, organizers, sentence starters, and modeling. Rubrics for written assignments are one way to provide guidance to more intermediate and advanced students. When students engage in reading, what supports are available to help them comprehend texts? As you move through the Zwiers book you will find many ideas to support academic

language in the four skill areas of listening, speaking, reading and writing. The role of your EL specialists is to continue guiding content teachers to consider language demands and suggest ways to integrate content and language development at an appropriate level.

As we enter spring and start thinking about next year, I would encourage the content teachers to notice 1) how much you are thinking about the language demands of the lesson as you plan and 2) the extent to which you feel that you have a set of strategies to support the language development of your English learners in the four areas of fluency. It may be valuable to dialogue in your co-teaching pairs about your strengths and areas you want to develop more deeply. Once you find yourself planning and teaching as both a language and a content teacher it may be time for the EL specialist to work with another teacher.

In closing, I want to reassure your team that your efforts to implement co-teaching are making a visible difference. The qualitative changes in classroom instruction I have witnessed are important and will be included as part of our evaluation report at the end of the year. You have a large and growing team. Please know that the difference you will make on your current and future students, as well as your colleagues, is beyond the both the qualitative and quantitative measures we are able to describe during the three years of the grant. The difference you make is immeasurable.

Appendix D

Co-Teaching Rubric

School: _____

"Successful collaboration requires that teachers and administrators believe that true collaboration among teachers in their classrooms results in stronger instruction for all students than teachers can provide alone. [As a result], principals hold high expectation for collaboration, create a trusting professional learning environment for teachers, and provide resources and support for teams. Teachers ar committed to sharing responsibility for the achievement of all students and to developing collaborative relationships with their colleagues." -St. Paul Public Schools, 2009

Please rate your school on each indicator using the following rubric:

Not Yet ***Somewhat*** ***Mostly*** ***Completely***

School Level Essential Co-Teaching Factors

Classroom Placement	Successful collaboration requires that students are placed in classrooms with groups of other students with similar language needs and peer language models with consideration given to maximizing ELA staff support.				
	Dates:	**2012- Fall**	**2013- Winter**	**2013- Spring**	**2013-Fa**
	1. School administration has developed consistent school-wide guidelines for student placement into classrooms according to English language proficiency and/or academic needs. Within each classroom configuration, various academic and language peer models are present.				
	2. ELLs are clustered into one grade level classroom per eight ELLs to maximize the amount of time and opportunity for ELA specialists to collaborate with classroom teachers. If the number of students exceeds eight per classroom, then ELLs should be evenly disbursed between all classrooms within the grade level				
	3. An overflow cluster classroom has been identified in the event that students arrive mid-year and the designated cluster classroom is at capacity. (if applicable)				

Time	Successful collaboration requires that teachers have sufficient time for planning and reflection, preferably within the scho day.				
	Dates:	**2012- Fall**	**2013- Winter**	**2013- Spring**	**2013-Fa**

	4. Collaborating teachers have time to plan together in either of the following ways: a.) ELA specialist's preparation time is aligned with his or her general education colleague's preparation time at least once per week. b.) School administration ensures that release or compensated time is scheduled for co-teaching teams to work together on a regular basis that is the equivalent of 45 minutes a week.				
	5. School administration requires the participation of all co-teachers in planning and reflection time.				
	6. Staff understands the purpose for the creation of planning blocks within an ELA specialist's schedule. Staff further understands the correlation between co-planning and the effectiveness of co-teaching.				
	7. Co-teaching teams are provided with ongoing district support and guidance for how to use their common planning and reflection time.				
	8. ELA support is identified as a high priority in the development of school schedules. ELA support takes precedent over other structures and scheduled activities (i.e. bell schedule, specials rotation, lunch schedules etc.) in order to ensure that ELA specialists are able to co-teach in cluster classrooms and to ensure that co-teachers have adequate common, co-planning time.				
Resources	Successful collaboration requires that resources are dedicated to the support of collaborative practices.				
	Dates:	**2012- Fall**	**2013- Winter**	**2013- Spring**	**2013-Fall**
	9. ELA specialists are provided with the general education curriculum material needed for planning and instruction with general education co-teaching partners.				
	10. ELA specialists have equal access to teaching tools and teaching spaces (i.e. whiteboards, paper, markers etc.).				

Prof. Dev.	Successful collaboration requires that administrators provide for professional development opportunities to continue refining co-teachers' collaborative teaching practices.				
	Dates:	**2012- Fall**	**2013- Winter**	**2013- Spring**	**2013-Fall**
	11. Principal and school leaders ensure that co-teachers have opportunities for on-going professional development that focuses on collaboration.				
	12. Principal and school leaders meet with co-teaching teams to assess their level of collaboration.				
	13. Principal and school leaders provide facilitation and support for co-teaching teams experiencing conflict.				
	14. Principal and school leaders provide opportunities for co-teaching teams to observe other teachers co-teaching successfully.				

Instructional Level Essential Co-Teaching Factors

Planning	Successful collaboration requires all involved teachers to plan for instruction regularly, with each teacher contributing based on his or her area of expertise.

	Dates:	2012- Fall	2013- Winter	2013- Spring	2013-Fa
	15. Co-teaching team plans together at least once weekly.				
	16. Each member of the co-teaching team contributes to lesson plans according to their area of expertise.				
	17. Co-teaching teams engage in long-term planning at least three times per year.				
	18. During the co-planning session, co-teachers discuss lesson and content objectives, language objectives, the language demands of the lesson, and differentiation strategies needed to make the lesson comprehensible.				

Co-Teaching	Successful collaboration requires teachers to co-teach in the mainstream classroom, with each teacher having a substantive role in instruction.				
	Dates:	2012- Fall	2013- Winter	2013- Spring	2013-Fa
	19. Co-teaching teams effectively choose a variety of co-teaching approaches (supportive, parallel, complementary, team teaching) according to lesson objectives and student needs.				
	20. Co-teachers vary the roles they play during direct instruction.				
	21. Parity exists in the co-taught classroom.				
	22. Co-teaching teams have a trusting relationship that allows for open communication and honest reflection.				
	23. Each co-teacher is simultaneously present in the same classroom delivering instruction.				

Assessment	Successful collaboration requires that teaching partners assume equal responsibility for assessment and reporting of student progress.				
	Dates:	2012- Fall	2013- Winter	2013- Spring	2013-Fa
	24. ELA specialists and general education teachers are both involved in ongoing assessment of student progress.				
	25. During co-planning sessions, co-teaching teams discuss student progress based on formative and summative classroom assessments of both content and language.				
	26. Each co-teacher provides input toward and contributes to the completion of progress reports.				
	27. Each co-teacher meets with parents at conferences, when possible.				
	28. Co-teaching teams make decisions based on students' needs, not traditional practices.				
	29. Each co-teacher is actively involved in monitoring students' language development growth.				

Reflection	Successful collaboration requires ongoing, honest reflection and learning by co-teaching teams.				
	Dates:	2012- Fall	2013- Winter	2013- Spring	2013-Fa

	30. Co-teaching teams have had intentional discussions regarding their pedagogical beliefs and their expectations for the co-teaching relationship.				
	31. Co-teachers make plans together for how they will accommodate their different teaching styles and personalities.				
	32. Co-teaching teams reflect on lessons taught together and incorporate new ideas into future plans.				
	33. Co-teaching teams are willing to reflect honestly on their co-teaching successes and challenges.				

Instruction	Successful collaboration requires that students are provided with rigorous and cognitively demanding instruction that aids in their acquisition of English and makes the core curriculum accessible.				
	Dates:	**2012- Fall**	**2013- Winter**	**2013- Spring**	**2013-Fall**
	34. Co-teachers deliver lessons which include content objectives, language objectives, key vocabulary and explicit language development.				
	35. Co-teachers attend to the language development needs of their ELLs by specifically teaching English language structures, forms, functions and fluency.				
	36. Co-teachers employ various sheltering techniques to make content comprehensible to their ELLs.				
	37. Co-teachers use flexible grouping structures to address ELLs' unique learning needs.				
	38. The classroom teacher maintains sheltered content and explicit language development instruction beyond the designated co-teaching time.				